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# The American Association to Promote the Teaching of Speech to the Deaf.

(Incorporated Sept. 16, 1890.)

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## THE ORAL METHOD IN THE SCHOOL OF FRANKFORT-ON-THE-MAIN.<sup>1</sup>

G. FERRERI, WASHINGTON, D. C.

When one is on the point of visiting a school, which for many years has acquired fame for the excellent results obtained in instruction, one becomes willingly or not, a victim to suggestion. One generally goes there with the mind predisposed for finding everything good. I also have feared this predisposition, although my colleagues know how rarely praise is on my lips when judging what results are obtained with the deaf. It is not necessary to say that in coming to Frankfort, I was well disposed towards the famous school of Vatter, as much for the incontestable worth of the man, who for many years has directed it, as for the opinion which one has of it in general, after reading the pamphlet of Fehmer<sup>2</sup>.

However I wished to see clearly, and I think I was free from every prejudice in the visit, of which I intend to give the readers of the "Educazione" a brief account.

The new building of the school, inaugurated on the 20th of Nov., 1900, is found in the open place where the two large Avenues of Guntherberg and Rothschild meet. The eastern facade, which is of the early German renaissance style, has a south-west view over the Gunthersberg avenue, which in time

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<sup>1</sup>Translated for THE ASSOCIATION REVIEW by the author, from L'Educazione dei Sordomuti.

<sup>2</sup>A. H. Fehmer's Bericht uber die Taubstummen-Erziehungs-Anstalt zu Frankfurt am Main.



will probably be filled with other buildings, opposite to the Institute. This remains at present quite open, as if it were in a large square. This circumstance is worthy of note, as it confers upon the new building a glory of light and of sunshine, two things which are as necessary for our Institutes and for our pupils, as is their daily bread.

The Institute, as a boarding-school, has the double aim of a school and a home. As a school, it is enough to say that Vatter is the Principal, as well as a teacher in it, to have a guaranty which corresponds to the aim of the Institution. As a home, it is entrusted to the care of Mrs. Vatter who alternates, attending to the education of the children, and to the duties inherent to the office of matron. The means for the material welfare are without defect. Steam, well conducted and directed, serves to heat every part of the house, which is lighted in even the smallest rooms by gas or electric light. On every floor, and in every necessary place, one can always find hot and cold water ready. It is a modern Institution with all the necessary comforts of today.

Accustomed as we are to the long summer vacations, which are the ruin of three quarters of our year's work, it makes a certain impression to find the pupils and teachers already at work in the middle of September. And this, in my opinion, is another reason for that impulse to speech, which in Italy we have not yet obtained not even in those schools which are considered with reason as the best organized. Because that impulse is not due alone to the continuous lessons, but also to the intercourse and the life in common of the pupils with the teachers, which it is not possible to have except in the Institutions where there are few pupils.

In the large Institutions, as the pupils are divided according to age, and the grade of instruction into different departments, the same phenomenon happens very naturally, which is found, with another aim, in the Penitentiary establishments. There is need of a more rapid means than speech, for communicating the news of the events happening without and within. Besides our pupils do not even have to learn this means of communication; the more intelligent have it in themselves; the

others learn it at sight. Permit me to make an observation on this subject, which may seem strange, but which I desire to make, because I believe that also here an auto-suggestive illusion is possible in the teachers themselves of the deaf. They believe that speech always takes the place of the gesture; this would be true if we had succeeded in eradicating artificial signs from our schools, when the teaching of speech was introduced. Now instead, it has happened that our pupils, with gesture and with speech, or better still with gesture and with a certain oral mimicry which is only a corrupted portion of lip-reading, have at their disposition a much more rapid means of communication, than the exclusive use of signs would be. Now, in a small Institute the pupils do not need this means, where they remain together all day long, in school and outside, and therefore in a more favorable condition for being informed simultaneously of what happens about them, and what may, and must be communicated to them from without. This observation which I have made to myself at other times, in the study of our practical pedagogy, returned to my mind clearly, as I entered the Institute of Frankfort.

It was the morning of the 13th of September about ten o'clock. The Principal was at breakfast in his apartment, the pupils were at play in the garden, each one however had a piece of bread in his hand.

The janitor being absent for the moment, I asked a little girl, whom I met on the stairs, where the Principal was, and she replied in the most natural manner that he was upstairs. And she went herself immediately to inform him of the arrival of a visitor.

I was introduced into the office of the Principal, a large room with two large windows looking into the garden, where as I have already noticed the pupils were at play. There I had an agreeable surprise, I must confess. All the deaf children were taking their recess, all were in movement, boys and girls; no one was in a bad humor, all were happy, and no one made a gesture. When they needed to call each other, they would touch one another, and as quickly look each other in the face, because the communication was oral. This was for me indeed

an agreeable surprise, as I had never before had the opportunity of seeing deaf children at play, who did not gesture among themselves, not even with natural signs. But this, I repeat, I believe cannot be found except in small Institutions, which contain so small a number of pupils that they all can stay together.

There are now in the Institute of Frankfort about forty pupils, not more. They are divided into four classes, or rather four class-rooms, in one of which are found two sections, those admitted last, and those of the last course. Mr. Vatter in person alternates the teaching of the two sections, going here and there to watch the work of his assistants.

Mr. Vatter received me cordially, and showed me how he gives lessons, a very simple method, without actual preoccupation for the immediate result. One sees from Vatter's way of doing, how one can teach different classes for many years. I will not say that he does not experience fatigue; only I noticed that he has, as few others, the art of making the deaf speak with the least expenditure of force on his part. He has however a strong, baritone voice, which he uses gradually in inverse relation to the classes. I mean to say by this, that he uses the prolonged notes only in the first class, coming gradually to the normally spoken word in the last class, in which he explains profane and sacred history, and other branches of elementary instruction, in the same manner that one uses with the hearing.

The advantage, first remarked by Fornari, and afterwards noted by me in the schools of Zurich and Munich, in regard to the richness of the German language in significative monosyllables, appears very evident in the school of Frankfort. Children who have received three or four months' instruction, perform at command easy actions, indicate the presence of things, and of persons, call by name the persons themselves, knowing already in the first months of instruction their own name and that of their companions. I also heard personal names of three syllables pronounced in the first class. And here an observation will come apropos, and serve to prevent, I hope, an objection which is not new in regard to the school of Frankfort. I noticed that the pupils of Vatter are as deaf as others; there can not be any selection used there in the admission of only the best.

I will say more. I found in the third class a child who could not follow her companions any farther, because she was in the greatest degree deficient. This fact alone is sufficient to make one understand, that if selection had been used, this child would not have been admitted. But I did not find among the other pupils either individuals exceptional in intelligence, or for a natural voice.

One can understand the pupils of Frankfort well, because they speak with accent. Vatter pays more attention to the accent than to the word. He does this from the first lesson, shaking the children (too hard, it seemed to me), accustoming them to the tapping of the foot, to the movement of the arms, and to all those helps which the music teacher uses to make the pupil understand the pitch of the note. One would say that the accent of the word is the preoccupation of the Frankfort school.

In the second class the children use already the grammatical vocabulary, which serves very well to call their attention to the correctness of the expression. The care of the pronunciation is, as in the first class, principally directed to the accent. Each child repeats and repeats, until the pronunciation is good. The program seems to be this: little, but good. In the third class Vatter improvised a lesson of Political Geography which the pupils understood very well. My presence suggested by association the Triple Alliance, and from this he passed to indicate the Nations friendly and not friendly to Germany. The names of the heads of the Nations were read rapidly from the lips, and the lesson was concluded with a fine chorus for repeating two or three propositions, which they had formed, and which Vatter wished pronounced with the accent well spoken.

In the fourth class the lesson was given by a pupil of Vatter's. It is unnecessary to say that the imitation of his master was perfect. They explained the words and sentences of a little poem, inserted by Vatter at page 64 of his reading-book (2d part). In the same manner and by way of practical examples, the words of an easy problem in Arithmetic were explained, which the pupils executed, each on his own account, at the blackboard. I must also say that all the pupils, without exception, had a good handwriting, such as to resemble the perfect

hand of Vatter. The blackboards have double lines made in such a manner as to contain a fine, even writing of 5-6mm. in size, judging by the eye.

In the last class Vatter gave his History lesson, explaining a chapter of the elementary book of Griesinger and Hirzel (*Erzählen aus der Weltgeschichte*). Here also the teacher has his eye and ear always directed to the pronunciation of each pupil, who repeats with the desired accent the sentences explained, as well as those used from time to time to explain the text. Personally, I cannot say that I learned any thing new during my visit, as regards the manner of giving lessons, as I have been—leaving modesty apart—a great scholar of the pure German method and of the writings of Vatter from the beginning of my professional career. However, that insistence on the accent did me good, and I hope that I have gained a greater faith in the possibilities of certain Oral results.

It gives me pleasure to conclude my brief account, with the thought expressed by me in the Album of the visitors to the Frankfort school, under the fresh impression of the visit made: "My visit to this school has confirmed me in the opinion that it is just to regard Vatter as our master in the application of the pure Oral Method."

## SOME MUSCLES USED IN SPEECH.

### II.

ADELLA F. POTTER, WATERTOWN, NEW YORK.

#### I. EXTRINSIC MUSCLES ATTACHED TO THE HYOID BONE.

The muscles of the hyoid bone are important factors in the production of voice, and since they are among those most directly under the control of the will, they are susceptible of a high degree of training. As applied to a number of these, the training consists in so bringing them under control that they may be restrained from contraction during voice production and thus prevented from interfering with the action of the muscles essential to pure tones. This training is nearly if not quite as important as the development of the essential muscles.

Four of the muscles of the hyoid bone are essential agents in voice production; one of these, the *thyro-hyoid* has already been described; the other three also affect greatly the quality of tone, and their action will therefore be explained somewhat at length.

**STERNO-HYOID MUSCLE:**—This muscle is well shown in Fig. VII. It is fastened below to both the collar-bone and the breast-bone at their place of joining, extends upward past the thyroid cartilage, and is attached at its upper end to the body, middle part, of the hyoid-bone; its place of attachment to the collar-bone and breast-bone being considerably further back than its upper attachment to the hyoid bone.

**ACTION:**—"When acting alone, it pulls the front part of the hyoid bone downward, carrying with it the horns, because there is so much more freedom of movement behind near the spine, than in front. When, as in artistic singing," and in the best speech, "the thyroid cartilage is held firmly against the under side of the hyoid bone, this muscle, in pulling down the hyoid body, will pull down also the front part of the thyroid cartilage. The rear part of the cartilage will follow also, almost without

any tilting forward of the whole cartilage, for the same reason, namely, that the movement near the spine is so much more free than near the front of the neck." This is due to the fact that the larynx is so loosely connected with the spine by the muscles of the pharynx that it slides up and down with the utmost freedom.

Figure VII.

Diga

Hyoid  
bone.

Larynx.

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Upper end  
of breast  
bone.  
Above is  
seen the  
cut end of  
the sterno-  
thyroid  
muscle.

Muscles of hyoid-bone (from Henle's *Muskellehre*).

The problem now is "to find what muscular force is adapted to resist this easy pulling down of the combined larynx and hyoid bone. Of course such an opposing muscle must extend upward from either the bone or the cartilage, it matters little

from which, for in correct voice production they are, as has been said, always bound firmly together by the thyro-hyoid muscles." Such a muscular force is represented in Fig. VIII, which, unfortunately, but poorly represents the hyoid bone and the attachment of the muscle.

Figure VIII.



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Genio-hyoid muscle.  
Muscles of the tongue. [Gray.]

**HYO-GLOSSUS MUSCLE:**—This muscle is fastened at its lower end to the whole extent of the hyoid horns, and extends upward and a little forward into the tongue. "It lies almost wholly to the rear of the down-pulling *sterno-hyoid* muscle and so is favorably placed to act in opposition to it. In contracting it would



pull the horns strongly upward if it were not for one obstacle—the *great looseness and easier downward movement of the tongue*. If no other muscles were active, the tongue would be pulled down farther than the horns were pulled up, and but little tilting force could be applied; consequently, a low position of the tongue is pernicious.” But in artistic singing and in the best speech the tongue is held up firmly by muscles connecting it with the chin, the palate, and the styloid process of the temporal bone. Thus held, the *hyo-glossi* muscles cannot by their contraction move the tongue down, but “will pull upward with all their powerful force upon the hyoid horns, necessarily dragging up with the horns the rear part of the thyroid cartilage.” If at the same time the equally strong *sterno-hyoid* muscles are pulling downward upon the extreme front part of the hyoid bone, a powerful tilting force will be applied which will act upon the thyroid cartilage as well as upon the hyoid bone, and as the cricoid is not free to move, the thyroid will swing upon the cricoid joints, (shown in Fig. I), the niche between the cricoid and thyroid will be closed, the points of attachment of the ends of the vocal shelves will be separated and the shelves themselves will be stretched. In this action the *thyro-cricoid* muscle assists somewhat. It will soon be shown how the cricoid cartilage is held firm. At present it must be taken for granted.

OMO-HYOID MUSCLE:—The *sterno-hyoid* is assisted by the less powerful *omo-hyoid* muscle which also pulls downward upon the connected hyoid bone and thyroid cartilage. It is attached above to the lower border of the body of the hyoid and below to the shoulder blade. It is well shown in Fig. VIII.

## 2. EXTRINSIC MUSCLES ATTACHED TO THE THYROID CARTILAGE.

Fig. IX shows two other muscles which assist those just described in tilting the thyroid cartilage upon the cricoid.

PALATO-PHARYNGEUS MUSCLE:—“The *palato-pharyngeus* muscle extends all the way from the soft palate to the larynx. By looking into the mouth with the tongue flattened, two arches or pillars of flesh may be seen far back, extending down from the roof of the mouth on each side. Each arch is formed of

two folds which start at the middle line of the mouth's roof and curve outward and downward. Only the rear arch is visible in the above diagram, for the parts are looked upon from behind. In the mouth or from the front, only a small extent of the rear pillars can be seen above the tongue." These rear pillars are

**Figure IX.**

**Palato-pharyngeus muscle.**

**Oblique line.  
Thyroid cartilage.**

**muscle.**

**muscle.**

**Breast-bone.**

**Side-view of the larynx.**

the *palato-pharyngei* muscles. In the diagram they are seen to extend far downward and, on the whole, somewhat backward, being fastened below to the upper horns of the thyroid and the rear borders below these horns. "A portion of the *palato-pharyngeus* muscle is fastened above to the rear edge, or border of the hard palate, the edge which can be felt easily by rubbing the end of the finger backward along the roof of the mouth till the hard, bony part, the *hard* palate is found to cease and the

soft palate, or fleshy mass to begin." "Another portion is fastened above, in the soft palate, to its fellow of the opposite side, and the fibres which compose it, according to Henle, are the ones which extend all the way down to the rear borders and horns of the thyroid cartilage, while the portion first mentioned is fastened below to the sides of the pharynx, and does not fasten upon the larynx."

### Figure X.

Styloid process.

Stylo-pharyngeus  
muscle

Epiglottis.

Rear edge of  
thyroid cartilage.

Cricoid cartilage.

The larynx, tongue and palate, viewed from behind.

**ACTION:**—"As the *palato-pharyngeus* muscle descends with so bold a curve outward, it must need to shorten somewhat in order to take up its slack (for want of a better expression) before it can pull upward upon the larynx. It is almost a sphincter-muscle, for in straightening these outward curves it draws the enclosed space (seen behind and above the tongue) almost to a slit," bringing "toward each other the borders of the whole

curve seen in the diagram to extend downward to the larynx. Since it likewise draws the larynx upward and the soft palate downward, it acts very much like drawing together the mouth of a bag by a string about its borders; but the horns and rear borders of the thyroid cartilage will still hold the lower ends apart and prevent complete sphincter action. In swallowing, it thus draws the palate down upon, and the sides of the pharynx in upon the food to force it downward. It also aids in swallowing by drawing the larynx upward from its position close against the most forward part of the spine's curve, to a point above, where the spine inclines backward and leaves a free space between itself and the larynx through which the morsel of food can descend more easily."

In correct voice production the *palato-pharyngeus* muscle has several offices:

Since it inclines backward as it descends, as shown in Fig. IX, "it would, if employed alone, draw the soft palate downward and backward; but this would leave the nasal passages (seen in the diagram) wide open and cause nasal tones." However, at the same time, "the muscles seen in the diagram to rise from the sides of the palate to the skull (the *tensor* and the *levator-palati*) are in contraction to prevent this downward movement, so that the backward pulling of the *palato-pharyngei* muscles alone could have effect, helping to close the opening from the throat to the nasal passages, and thereby preventing nasal qualities. A still more important vocal office of this muscle is its influence upon the larynx due to the decided forward, as well as upward, direction of its fibres: for the soft palate lies well in front of the rear borders of the thyroid cartilage," thus affording "a long leverage to tilt this cartilage forward upon the crico-thyroid joint far below. But the whole larynx is so easily drawn upward that this forward pulling force could have little application unless the larynx were withheld from rising by down-pulling muscles."

**STERNO-THYROID MUSCLE:**—This muscle is attached at its upper end to the thyroid cartilage just below the lower end of the thyro-hyoid muscle. The oblique line of its attachment to the thyroid cartilage is shown in Figs. VI and IX. As the name indicates, the *sterno-thyroid* is fastened at its lower end to the

breast-bone. The cut end of this muscle is shown in Fig. VII. As shown in Fig. IX, the muscle passes almost directly over the crico-thyroid joint and therefore could have but little, if any, power to tilt the thyroid either forward or backward.

COMBINED ACTION OF PALATO-PHARYNGEUS AND STERNO-THYROID:—"Although the soft palate is not indicated in Fig. IX, the forward inclination of the palato-pharyngeus is exhibited. As before observed, the contraction of this muscle would pull the larynx upward and draw the upper and rear part of the thyroid cartilage a little forward; but as the larynx, after leaving the forward curve of the spine, would find more and more space behind it as it rose, the lower part of the thyroid cartilage, together with the cricoid would be quite as free to move backward as the upper part forward, and consequently there would be no change in the relative positions of the two cartilages; that is, there would be no tilting forward of the thyroid cartilage upon the crico-thyroid joints, and therefore no stretching of the vocal shelves. Indeed, if the whole larynx were drawn loosely upward, there would be hardly an appreciable forward tilting of the larynx as a whole. But, if the muscles which pull the thyroid cartilage downward were also contracting, the *palato-pharyngei* muscles could not draw the larynx upward and their forward pulling force surely would pull the upper part of the thyroid cartilage forward, swinging it on its joints, or hinges, where its lower horns embrace the back of the cricoid. The vocal shelves would be stretched, *because the cricoid cartilage now could not move backward, being already in contact with the most forward curve of the spine.*

"The cricoid cartilage now would act as a firmer fulcrum, being withheld from moving either up or down by the muscles under discussion, and from moving backward by the spine."

### 3. THE SPINE.

Mr. Howard is the first of the many voice-physiologists to mention the spine as an essential agent in voice production. After a paper demonstrating its office had been read by him before a gathering of musicians at the World's Fair, a leading musical authority present characterized this discovery of his as

the greatest that had been made in regard to the voice during the nineteenth century, and possibly the greatest ever made. All other physiologists seem to have overlooked the fact that were its backward movement not checked by the spine, the cricoid cartilage would be swung backward by the thyroid with no tilting of the latter upon the cricoid joints and so no stretching of the vocal shelves. Its acoustic influence has also been unnoticed by others, although without it the tone would have no solidity.

#### 4. THE BALANCE OF MUSCLES.

The necessity for muscular adjustment or balance is well shown by the study of the muscles of the larynx. It is invariably true that every muscular force acting in any direction is opposed by a force acting in the opposite direction. In *artistic* singing and in the *best* speech the opposing forces employed are of equal power. Therefore the up-pulling and down-pulling forces acting upon the larynx during singing or speech should be of the same intensity.

Whenever the force pulling upward upon the larynx exceeds that pulling downward, the larynx rises, and, conversely, whenever the force pulling downward exceeds that pulling upward, the larynx sinks. In the former case the up-pulling muscles are, of course, shortened and all the down-pulling ones lengthened; and in the latter case the down-pulling muscles are shortened and the up-pulling ones lengthened. In either of these positions there is loss of power; for it is an established law that a muscle loses in power when shortened beyond its natural extent. Probably a muscle also loses in power when lengthened beyond its natural extent. Consequently when the larynx is drawn either up or down, the thyroid tilting muscles cannot stretch the shelves so powerfully.

It is also true that if the larynx either rises or sinks, it loses the only position in which it can remain in close contact with the spine; its natural position being directly in front of the forward bend or curve of the spine, which recedes from the larynx both above and below. "The posterior surface of the cricoid plate is the only part that can come in contact with the spine;

and if the larynx is drawn downward or upward, the cricoid leaves the forward bend of the spine and finds behind itself an intervening space. This, however, does not occur in rising until the larynx has moved farther than the fraction of an inch which separates it from the hyoid bone." The necessity for this contact of the cricoid and the spine has already been shown. Still another reason for this position of the larynx is that just here the anterior surface of the spine (the fifth vertebra) is especially free from muscles, being very firm and smooth, and, therefore, well adapted to resist the backward movement of the cricoid.

### 5. TESTS.

TEST NO. 2. THE POSITION OF LARYNX.—Push the end of the finger down between the collar and the neck and draw it upward until it reaches the cricoid ring. Sing a low, a medium, and a high tone in succession, or repeat any forcibly spoken vowel, or the words, "How far," "O, yes," on different pitches. If this bony ring sinks at all at the beginning of the tone or if it rises more than the quarter or third of an inch that measures the distance of the upper border of the thyroid cartilage from the hyoid bone, know that you are in error.

The movement of the cricoid ring indicates that of the whole larynx. As the voice ceases the larynx should, of course, return to its former position. There should be no rigidity of larynx during either singing or speech. It should move upward to come in contact with the hyoid bone, and then, within narrow limits, the closely bound larynx and hyoid should have great freedom of movement, i. e., the cricoid cartilage should not leave its position against the fifth vertebra, but should move freely on the vertebra.

TEST NO. 3. THE USE OF MUSCLES PULLING DOWNWARD UPON THE LARYNX.—"Again push the finger down between the collar and the neck and press it backward, just above the breast-bone, with the gentle force required to feel the windpipe; then, still pressing gently backward, draw the finger tip a trifle to one side without losing the windpipe. Now sing," or speak with energy, and if the finger is not pushed forward by the swelling

muscle to the front of the still felt windpipe, "be assured that your whole throat adjustment must be wrong."

"The swelling is caused mainly by the contraction and forward straightening of the *sterno-hyoid* muscles. If they do not thus straighten forward, it is proved that the essential shelf-straightening agents, this muscle and the upward stretching *hyo-glossi* muscles, are acting either too feebly or not at all; that the thyroid cartilage is not being tilted forward upon the crico-thyroid hinges with sufficient force, and that the *sterno-thyroid* muscles, also pressed upon, are likewise inactive."

The swelling of these muscles is also apparent to the eye. The musical as well as the spoken voice should be used, and with the former the swelling will be found more marked, quite filling the hollow usual at this point. The hollows above the collar-bone will also be filled by the swelling of the omo-hyoid.

TEST NO. 4. THE USE OF PALATO-PHARYNGEI:—"Hold a hand-mirror before the mouth while standing with your back to a window. Gently press down the middle of the tongue with the forefinger so that the rear corners of the roof of the mouth will be seen and the posterior pillars of the fauces (the palato-pharyngei muscles) will be visible against the back wall of the mouth. Sing a tone, low, high, or medium," or say "ah" forcibly. "If the pillars separate, know that you are far astray; if they remain unmoved, less in error; while, if they come toward each other, thus making the angle at their summit smaller, be assured that so far your palatal habits are probably correct."

"It is probable that not one in twenty of those who apply this test will find the result favorable. The effort to enlarge the rear part of the mouth's cavity is taught so universally, and, unfortunately, employed by nearly all untaught singers so instinctively, that it would appear to be the correct one, were that opinion not disproved by mechanical principles to which bones and muscles are subject as completely as wood and wire."

That these muscles really act as they have here been described to do, has been proved by Mr. Howard by many *post-mortem* experiments upon the larynx, and also by bringing these muscles in his own throat voluntarily under control during voice that their action might be studied.



The muscles considered in this paper may be put in tabular form; thus:

Muscles which tilt the thyroid cartilage upon the cricoid—

Up-pulling Muscles, { hyo-glossi,  
palato-pharyngei.

Down-pulling Muscles, { sterno-hyoid,  
omo-hyoid,  
sterno-thyroid.

*(To be continued.)*

## HISTORICAL NOTES CONCERNING THE TEACHING OF SPEECH TO THE DEAF.<sup>1</sup>

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### APPENDIX 40.

THE LETTER OF M. GARD, THE DEAF TEACHER OF BORDEAUX,  
FRANCE, DATED APRIL, 1816, WHICH WAS BROUGHT TO  
AMERICA BY WILLIAM LEE, U. S. CONSUL AT  
BORDEAUX.

From the *Freeman's Journal and Columbian Chronicle*, published at Philadelphia, Friday, Dec. 27, 1816, p. 2, col. 3).

[Frequent allusions to the letter of M. Gard are found in our technical works relating to the education of the deaf; but the letter itself does not seem to have been re-printed since it first appeared in 1816. The copy here presented fails to state the name of the person to whom it was addressed; but, Drs. Stanford and Ackerly in their report upon the Deaf and Dumb of New York (published in 1816), say that it was "directed to Dr. Mitchill."—(REVIEW III, p. 437).

In the History of the New York Institution (published by the Volta Bureau in 1893) the following statements occur: "In 1816 William Lee, Esq., on his return from Bordeaux, France, where he had been Consul, brought a circular letter from Mr. F. Gard, the distinguished pupil of the Abbe St. Sernin, and for many years a teacher at the Institution of Bordeaux. The letter was written in excellent English, which M. Gard had studied, and was addressed to 'Philanthropists of the United States', and contained an offer of himself as teacher of the deaf and dumb.

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<sup>1</sup>By Alexander Graham Bell. Six chapters of this work have been published in Vol. II, also Appendices A to P, see Index to Vol. II. For Appendices Q to 39, see Index to Vol. III.—ED.

Mr. Lee handed it to Samuel L. Mitchill, M. D., a physician in this city, and a man eminent in his day for learning, philanthropy and social influence. Dr. Mitchill's sympathies were at once aroused, and he conversed with Rev. Mr. Stanford, who, as has been mentioned, had met a number of deaf-mutes in the course of his ministrations, and with Dr. Akerly, whom he knew as a man with a heart open to every call of benevolence. These three gentlemen called a meeting at the house of Rev. Mr. Stanford." \* \* \* \* \* "This meeting resulted in another more public at Tammany Hall." \* \* \* \* \* "The gentlemen who first met on this interesting subject, were still firm in their purpose, and the meetings which were subsequently convened, were attended by those only who wished a school established in New York. In the spring of 1817, they accordingly met and organized a list of officers and directors, at the head of which was the Hon. DeWitt Clinton, and a petition was presented to the Legislature for an Act of Incorporation" \* \* \* \* \* "and on the 15th of April, 1817, the New York Institution for the Deaf and Dumb acquired a legal existence with the usual corporate privileges. By an interesting coincidence this was the same day that the school at Hartford was opened for the reception of pupils." It will be seen from the above that the letter of M. Gard led to the establishment of the New York Institution.—A. G. B.]

## DEAF AND DUMB.

*For Freeman's Journal.*

Mr. M. Corkle.—As the propriety of establishing a school, for the instruction of the Deaf and Dumb in this city, *where it is known there are several in that situation*, besides many in the state, has been repeatedly stated in the public prints, and supported by many in private conversation of this interesting subject—I think it right to make it known, that a professor in the School for the Deaf and Dumb, at Bordeaux has offered his services to a gentleman in this city, (by the following letter written in English) to come to the United States, for the purpose of teaching those unfortunate persons; and I have no doubt he may yet be procured, providing a competency is secured to him.

No more shall be said on the subject at present, but that if it be seriously desired to institute a School in Philadelphia, a meeting should be called, when the sentiments of the citizens may be taken on the occasion. My own opinion is, that there is great room for a School in Philadelphia, for many of the unfortunate persons in the state who will be objects of instruction in it cannot go to that at Hartford.

A. B.

It ought to be stated that Mr. Lee, late consul of the United States at Bordeaux, speaks in the highest terms of Mr. Gard's character and talents; and that in a letter to the gentleman to whom Mr. Gard's letter is addressed, he says that Mr. Gard brought him the letter to correct, but that he preferred sending it without the least alteration.

The original letter from Mr. Gard, is left at the Athenaeum, for public inspection.

Bordeaux, April, 1816.

Sir,

You will perhaps be surprised at the liberty I take in addressing you; but, being governed by motives of humanity, and encouraged in my design by some military gentlemen, and merchants of the United States now in this place, I beg leave to claim your attention for a moment on the situation of the unhappy persons in your country who have the misfortune to be deaf and dumb. Afflicted, myself, with these infirmities, and feeling with great sensibility for all those in the same situation, I have enquired of the American gentlemen who have visited our Institution, in Bordeaux, for the instruction of the deaf and dumb, whether there existed any similar establishment in the United States. Being informed that no such schools had been established with you, and learning that, among your deaf and dumb, all those who had not the means of going to Europe, were deprived of instruction, I feel an ardent desire to devote my labor and existence to procure for them the inestimable blessing of the education of which their organization is susceptible, and which is so indispensable both for their own happiness, and to render them useful members of society. I was educated, myself, in the Institution of the deaf and dumb of this

city; and having acquired by long application, a perfect knowledge of the most approved method of instructing this unfortunate portion of society, I have, for these eight years, exercised the functions of teacher, and have also acquired a tolerable knowledge of the English language. If the American government, or benevolent individuals of your country, are disposed to form an Institution in the United States, I would willingly go there for the purpose. I can procure satisfactory testimonials of my moral character, and my capacity for teaching the deaf and dumb, from the American Consul, and several respectable military and commercial gentlemen of the United States, who honor me with their friendship and esteem. I will entirely depend on the wisdom and judgment of the American government, or of the individuals who undertake to assist me in the proposed establishment, to fix the mode and plan of its organization.

Our Institution here, is calculated for sixty poor students, at the expense of the government, which pays for each 600 francs per annum, and 24,000 francs for the professors, and sundry other charges; to which is to be added the expense of a suitable building, beds, linens, &c.; making the aggregate expense about 1,000 francs annually for each individual; the rich pay the expense of their children; and if, as I have been told, a considerable portion of the deaf and dumb in the United States have the means of paying for their instruction, the expense to the government, or a private society, would be inconsiderable. For myself, I do not claim great emoluments; my desire and object is to serve an afflicted portion of humanity. I have a wife, and soon expect to be a father; my only ambition is to procure a comfortable existence for my family.

If you think your government cannot, from its formation, establish such an Institution, will you inform me what probability there is of any one of the State governments undertaking to create such an establishment; or whether, in your opinion, individuals subscription could be raised for its formation.

Your worthy Consul, Mr. Lee, has given me great encouragement; but I wish to feel secure of a competency before I undertake a voyage, as it would not be prudent in me to let go a certainty for an uncertainty;

having, from the Institution here, a salary of 1800 francs, besides other emoluments.

I should be highly flattered by your honouring me a reply to this; on which, permit me to say, I calculate, from the knowledge I have from Mr. Lee, of your patriotism, and useful labors.

I have the honor to be, with high respect, sir, your humble servant,

Fs. GARD  
Professeur a l'ecole Royale des  
sourd-muets, a Bordeaux.

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## APPENDIX 41.

PROSPECTUS ANNOUNCING THAT THE HARTFORD SCHOOL  
WOULD OPEN ON THE 15th OF APRIL, 1817,  
UNDER GALLAUDET AND CLERC, WITH REV. ABRA-  
HAM O. STANSBURY AND WIFE IN CHARGE  
OF THE DOMESTIC CONCERNS.

(From the *Connecticut Mirror*, Monday, March 24, 1817.)

### DEAF AND DUMB ASYLUM.

Through the politeness of the Directors of the *Connecticut Asylum for the education of the DEAF and DUMB*, we have been favored with the following *Prospectus*, which we with pleasure lay before our readers. We presume that the editors of neighboring newspapers, will cheerfully publish it for the information of the public.

The directors of the CONNECTICUT ASYLUM for the education of the DEAF and DUMB, take this method of informing the public, that the course of instruction, under the immediate superintendence of the Rev. T. H. Gallaudet and Mr. Laurent Clerc, will commence on the 15th of April next. A convenient house has been procured for the temporary accommodation of the pupils, the domestic concerns of which will be conducted by the Rev. A. O. Stansbury and lady, whose care over the interesting family to be committed to their charge will, it is fully believed, answer all the reasonable expectations, and insure the warmest confidence, of parental solicitude.

While the Directors gratefully acknowledge the

goodness of God in all the success with which He has been pleased thus far to crown their feeble efforts in his service, and while they would devoutly rely on Jesus Christ, the great Head of the Church, to make their future labours subservient to the best interests, both temporal and spiritual, of the unfortunate objects to be entrusted to their care; it is with deep regret, that they are under the necessity of pleading the *poverty* of the Asylum, at its very outset, as an obstacle in the way of receiving charity-scholars, excepting from those *few towns* which have contributed to its resources. Very considerable have been the expenses which have necessarily accrued during two years past, in preparing one of our own citizens to superintend the course of instruction in the Asylum, by enabling him to visit similar institutions in Europe, and to bring back with him a most interesting foreigner, himself deaf and dumb, as an assistant in this new and arduous department of education. These expenses have been almost entirely paid by the citizens of Hartford, and *all* of them from funds raised *within* the state.—The funds which have since been contributed in some of the larger towns of the neighbouring states, furnish an *income* adequate only to the support of a very small number of pupils; in applying which the directors feel themselves bound to have a reference always to the wishes of the subscribers residing in such towns, with whom they will speedily communicate on this subject.—The donation made by the State of Connecticut will be directed in its proper channel, as soon as it is ascertained, whether it was intended to constitute the commencement of a *fund* for the relief of the indigent deaf and dumb; or to be used for this object, as the exigencies of the Asylum might require. So that *at present* no provision can be made for charity-scholars from places which have not furnished funds for this object.

A candid public, will, it is hoped, duly understand and appreciate the correctness of such a course of procedure, especially, as the want of funds has not arisen from the want of exertions which have been faithfully made for several months past. The future more ample patronage of the benevolent will it is hoped enable the Asylum to erect suitable buildings, and to conduct its concerns upon a scale which will make it eminently and extensively useful, especially to such of the unhappy,

(and *very many* such there are) as have added to their other affecting calamity, that of *poverty*; and this barrier may even *now* be removed, if the towns in which such unfortunate reside will contribute the sums necessary for their education and support. In fixing the amount of these sums the directors have adjusted it at a rate *far below* what the past expenditures of the institution and its future current expenses would justify, trusting to a kind providence in some way or other to make up such deficiency, and to that *Being*, who hath the hearts of all men in his hands, that *He* would raise up in the places and neighbourhood where they reside benefactors for the poor deaf and dumb.

The term of time necessary for the instruction of a pupil in the common elementary parts of education will be from three to six years, according to age and capacity; such a period has been found *absolutely indispensable* at the European institutions nor will it be deemed long when it is considered, that more than this is spent for the same object by those children who are in possession of all their faculties. The improvement of pupils would be much accelerated, if before being sent to the asylum they could be taught to form and join the letters of penmanship legibly.

Many applications have already been made for admission, and it is expected that the first class will speedily be filled up, after which none can be received until the ensuing year. Future applications must be made by letter (post paid) to the undersigned Committee, who in answering and complying with them will always have regard to priority in point of time.

## TERMS AND CONDITIONS.

1. The Asylum will provide for each pupil, board; lodging; washing; the continual superintendence of health, conduct, manners and morals; fuel, candles, stationary and other incidental expenses of the school room; for which, including *tuition*, there will be an annual charge of Two hundred dollars.

2. In case of sickness the necessary extra-charges will be made.

3. No pupil will be received for a less term than one year, and no deduction from the above charge will



be made on account of vacations or absence except in case of sickness.

4. Payments are always to be made one quarter in advance, for such pupils as reside within the state, and six months in advance for such as reside *without* it, for the punctual fulfillment of which satisfactory security will be required.

5. Each pupil, applying for admission, must not be under *nine* years of age, of good natural intellect, free from any immoralities of conduct, and from any contagious or infectious disease;—a certificate of such qualifications will be required, signed by the clergyman of the place in which the pupil resides or by two other respectable inhabitants.

*By order of the Directors.*

MASON F. COGSWELL, } *Committee.*  
DANIEL WADSWORTH, }

Hartford, March 21st, 1817.

☞ The editors of Newspapers favourable to the interests of the deaf and dumb are respectfully requested to give the above prospectus two or three insertions.

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## APPENDIX 42.

LETTER FROM REV. ABRAHAM O. STANSBURY TO HIS BROTHER  
ARTHUR IN NEW YORK, DESCRIBING THE HARTFORD  
SCHOOL AND THE LIFE OF THE PUPILS.

1817, JULY 12.

(From manuscript in the possession of Dr. Fred H. Wines, Assistant Director of the Census, Washington, D. C.—a collateral descendant of the Rev. Mr. Stansbury.)

### *Extract.*

“Hartford, July 12, 1817.

“.....I feel among strangers here, as if I was completely cut off from the family.....We hear often from persons visiting the Asylum, that you & mother are well.....you will naturally expect me to give some account of our situation here. First, then, it is in regard to situation, everything that could

be wished. The house is on the main street, & commodious with an extensive view in the rear—you see a finely cultivated country with houses here & there half-covered in trees—all wooden, some two stories mostly are painted red & sometimes not painted at all—two or three more polished shine in white, a small river is seen like a looking glass reflecting the beautiful shrubbery & trees on the margin, which nearly hide it from the sight—three handsome county seats with porticoes & lofty pillars—out houses fences & other marks of wealth around them, improve the prospect from my study window, which also overlooks a spot of garden 25 by 45 feet—here grows Lettuice & radishes & beets & beans & corn & cucumbers & cabbages, with a few plants of purslain, pigweed and red root with plenty of fine young parsley, as it would appear, but which like false religion is the more dangerous from its appearance. *Hemlock*, *in fact*; spared and nursed when it first made its appearance, but now it expands its shoots, the object of my greatest aversion. I have declared a war of extermination.....opposite to the study door is that of the bed room.” (Then follows a long, interesting description of his apartments and furnishings)..... “To show you our family of 21 mutes, an interesting group. They are making rapid progress, & all the visitors go away highly pleased: No doubt you have seen the account of the President’s visit to our Establishment, he paid the greatest attention & expressed himself very handsomely, congratulated us on having so well succeeded in so benevolent a plan—many persons (                    ? ) all appear sensibly affected—for my own part I find no abatement in the interest, these objects excited, but rather an increase, it has not that vivacity which belongs to all new impressions, but there is more of depth and solidity.....I instruct them in writing an hour a day & find them apt scholars—they submit to regulations without much trouble & the Domestic economy proceeds in silent regularity—the morning assembles them all to worship—till 7 they amuse themselves & then breakfast—after which they look over their lessons, at 9 school begins—the rooms are below—one occupied by Mr. Clerc & the other by Mr. G.—the lessons are written down on slates placed on easles. These are so large that the writing (with chalk & paste) may be read by the tutor from his sta-

tion—at noon the prisoners come forth & wash off the Dust—by 1 dinner is on the table—& after dinner the pupils retire to sew, &c: in their rooms and walk & play till 2 then write till 3—boys one day girls another—at 3 school collects—(                      ? ) 6 dismisses—then comes tea & after tea a walk or a visit till 9 when all assemble again for worship—the boys make their bow and go to bed—the men sit up and talk with their fingers & read on their board lessons—(printed on the Lancaster plan) for an hour, when men & women boys & all vacate the busy Dining Hall & we shortly retire—thus passes day after day & I feel thankful to be usefully employed—you will ask me what do I find to employ my time ? I go to market & during school hours read & write & see people who call on business & as visitors.”

[Mr. Stansbury then goes on to write at considerable length on religious subjects, showing plainly that his own ideas, constituting solid Scotch Presbyterianism, were not in accord with the religious views of the persons at Hartford with whom he was associated.—A. G. B.]

## APPENDIX 43.

STANSBURY'S LETTER TO HIS BROTHER SUGGESTING HIS OWN  
NAME FOR THE SUPERINTENDENCY OF THE PROPOSED  
NEW YORK INSTITUTION, 1817, AUG. 3.

(From manuscript in the possession of Dr. Fred. H. Wines,  
Assistant Director of the Census, Washington, D. C.)

***Extract.***

Under date of 1817, August 3d, from Hartford, Mr. Stansbury writes:

“With regard to the Asylum everything flourish-  
es, but I do not see how on the present plan, the Deaf  
and Dumb of New York are to be instructed. I have  
no doubt but an Institution might be established there  
on the same system that is pursued here, and should  
the way open for my superintendence there, it would be  
far more agreeable than to continue here, as I see some

things in this, which threaten its destruction, but over which I have no control—my views embrace a plan which can be carried into effect with the greatest facility and which I will communicate when we meet. In the meantime, I wish you could see DeWitt Clinton and know what are his ideas, as I understand a large subscription is to be taken up in New York for this Asylum which is now nearly full of pay scholars only, and no persons are instructed as teachers and when anything is said on this head, the only reply is, that perhaps it may not be expedient to furnish New York with teachers, which might raise up a rival establishment—then you see what the love of being in general is, when men come to act.....I mention these matters to you in confidence, as I conceive it is of the first importance that (            ? ) plan should be adopted for an institution for New York which shall follow—(            ) same mode of instruction as that pursued here. I have written to Mr. (M            ? ) in whose judgment I have great confidence: he will see Dr. McLeod and others. I am aware how much your time must be engrossed, but perhaps on a subject of so much importance, you may be able to spare an hour. I wish with all my heart you could step into the stage and come here—to see the most interesting of all sights, a collection of intelligent young persons emerging from blank ignorance, into the knowledge of the world around them and the God who made them.”....

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APPENDIX 44.

THE DIFFICULTY BETWEEN GALLAUDET AND STANSBURY:—  
GALLAUDET'S LETTER TO HIS BOARD, 1817, SEPT. 4,  
AND STANSBURY'S LETTER TO HIS BROTHER,  
1817, SEPT. 17.

*Extract from Gallaudet's letter to his Board of Directors Concerning the domestic affairs of the Connecticut Asylum, 1817, Sept. 4.*

(From Life of Thomas Hopkins Gallaudet, by his son, Edward Miner Gallaudet, New York, Henry Holt & Co., 1888, p. 124).

"Mr. ——— is bound by his contract to take care of the pupils on the Sabbath. Commodious seats in church were provided for them by the Committee; but Mr. and Mrs. ——— absolutely declined sitting with them. The care of them has, of course, devolved on some of the Directors and the Principal, who will continue cheerfully to accompany them to church on one condition, that Mr. ——— be made explicitly to understand that in this particular, he is to exercise no control over them, and especially, that he is not in the face of the whole congregation to make signs of rebuke at them, thus situated under the care of the Principal, very much, as has often been the case, to the mortification of the elder pupils, especially the young ladies.

"I am told by my friend, and fellow laborer, (Mr. Clerc) that he is sometimes neglected in the gratification of so simple a want as that of a piece of white bread, and that when the mistress of the family, who is well acquainted with his wishes in this respect, makes not provision to have them always gratified, and when he has asked the servant for so small a favor and been told that 'the house can not furnish it,' with his accustomed good nature he has contented himself with a draft of milk alone. \* \* \* \* I would beg leave, respectfully, to inquire whether the Principal of the Institution is not entitled to some kind of authority within its walls; whether the pupils are to regard him as quite on a level, out of the school room, with themselves; or whether he is to have the right of interposition or control, should he see the pupils ill-treated, their conduct and language, as it has often been, very much misapprehended, and themselves incapable of understanding the signs which are awkwardly and vehemently made to them? Are they to feel themselves destitute of redress in case of grievances; of an interpreter in case of a mistake; of a friend in case of abuse? These things are suggested not, I hope, from feelings of wounded pride, as has been most ungenerously attributed to me, nor

from a wish to exercise authority, which is by no means, to me at least, a pleasant task, but from the conviction, and surely it is a sober one, that the usefulness of that man is soon at an end, who, filling a public station of responsibility, and called to form the minds, and conduct the education of those who look up to him as their teacher and guide, suffers the loss of that respect without the enjoyment of which both himself and his office must soon become contemptible."

*Extract from Stansbury's letter to his brother, 1817, Sept. 17.*

(From manuscript in the possession of Dr. Fred. H. Wines, Assistant Director of the Census, Washington, D. C.)

Under date of 1817, Sept. 17, Hartford, Conn., Mr. Stansbury writes:—

"Since I left you I wrote a letter but concluded not to send it, as matters were still unsettled—meeting after meeting was held, in which proposals were brought forward that to smooth Mr. G.'s feelings we should *quit*—the resolution passed, & the Committee came accordingly to know on what terms I would agree to go, without examining into facts; that they had no fault whatever to find, but that Mr. G. had stated that 'we could not get along together'—I took a day to consider & wrote a summary of my views, concluding, that as there was no ground of dissatisfaction, & it was not necessary for Mr. G. to board in the house he could board elsewhere—that there *could* be no ground of dissatisfaction, unless we interfered with each others duties. My representation had the desired effect; the Gentlemen were satisfied where the difficulty arose & concluded to define our respective provinces; that in future there might be no interference assuring me that they did not wish me to go away and behaving in the most friendly manner.

"Thus my dear Brother has my kind Master disappointed the machinations of a malignant enemy &

restored peace. I do not enter into particulars, but must say that I never (        ? ) so perfect a specimen of what I consider the character of a Jesuit. I am now on my guard, & pray to be guided in the right way striving as much as lieth in me to live peaceably with all men.....Our family is now small as all the pupils but 9 are gone to see their parents."

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#### APPENDIX 45.

#### CLERC'S LETTER TO COGSWELL ALLUDING TO THE RELEASE OF STANSBURY'S BOND, 1818, MAY 7.

(From manuscript on file in Yale College Library.)

Hartford, the 7th of May, 1818.

My dear friend:—

Your letter which was handed me on my return from Guilford where I went with Mr. Howell on a visit to the Miss Fowlers, was truly welcome. Thank you for the expression of your kindness & of that of Mrs. Cogswell & Mary & Alice, which it contains. Be assured the affection is mutual. I have been thinking of you all and wish you much pleasure in New-york & a safe return home.

Since you left us, there have been two meetings of the Directors. At the first, the release of Mr. Stansbury's bond was brought on the carpet & postponed; but much encouragement was given him by some of the Directors. My own opinion, on this subject, is that our Institution will be charged with illiberality, if the restriction is not taken off, I suppose we may be thought to dread his competition; but I feel he may prejudice the Gentlemen in N. Y. against our system by misrepresenting it, as he knows so little of it. At the second meeting, it was voted that I should be requested to write an address to be delivered at the time of the public exhibition of the Asylum which will be sometime this month. I have complied with this request. As for the enlargement of our school-rooms nothing has been done as yet, and I feel quite grieved that no stronger interest is felt in providing immediately for our urgent necessities. I must however be satisfied with performing my duty, & perhaps our Di-

rectors will learn from some great inconvenience that more dispatch is necessary.

Mr. Gallaudet spent a few days in New Haven and did not arrive here until tuesday morning, his health appears to be better; but I fear it is only the effect of leisure which a few days labour & especially his disappointment at finding nothing improved in the Asylum, will destroy. I rejoice, however, at his putting his life, his health & his all in the hands of a Being whose wisdom is [equal]<sup>1</sup> only equally by his goodness who does not afflict us for his pleasure, but for our profit. In his hands, I wish Mr. Gallaudet to be, & I pray [God]<sup>1</sup> that God would give him grace to submit to all his divine will. Mr. Orr is expected in the course of this week.

Mr. Woodbridge is still in Boston & is not expected until tomorrow. He had an opportunity of talking with Governor Brooks & some of the Gentlemen composing the Committee respecting the Deaf & Dumb; and if, as we hope, the legislature of Massachusetts are generous enough to provide for us, we will willingly transfer our Pupils to Boston. Do not think me ambitious, my dear friend; my only desire is to see the foundation of our Institution settled, that when I return to France, I may be easy on the future fate of my brothers in misfortune & tell my countrymen that the Americans are not inferior to the Europeans in benevolence & munificence towards these unfortunate beings. Several of our students have already returned from their vacation, & the others I suppose, are on their way. Among the new, three have arrived, & the others are expected daily.

Our friends in this neighbourhood are well except Mr. Wadsworth who is one while well, another time sick. They are cleaning their houses & preparing Cakes for the election day. Mr. & Mrs. Whittlesey have had many reasons to be afflicted, on the evening of the day in which Mrs. Whittlesey arrived at the Asylum they received the sad news of the death of the wife of one of her brothers, and next week absolutely on the same day, their second son left them, we hope, for the better world, after five days sickness. Although not quite consoled, they are well enough to watch over

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<sup>1</sup>The bracketed words are in the original manuscript, written but crossed out.—A. G. B.



our domestic concerns. I have presented to them your regards & they return theirs to you.

Our Deaf & Dumb pupils & especially Miss Dillingham send their best respects to Mrs. Cogswell & yourself & their love to Mary & Alice. I visit Elizabeth, Catherine & Mason from time to time, they are well & long to see you again.

Farewell my dear friend, please to remember me affectionately to Mr. & Mrs. Stevens & their sons & daughter, & to all our very good friends, & believe me

Your sincere friend

Laurent Clerc.

P. S. Mr. Gallaudet whose numerous concerns since his arrival, have prevented him from writing to you, wishes to be affectionately remembered to your family & to all his friends. He has seen (Mrs. ?) Talcott who is comfortable.

Dr. Mason F. Cogswell.

(addressed) Dr. Mason F. Cogswell,  
care of Peter W. Redcliffe.  
New-York.

(postmarked) Hartford, Conn. May 7.

## APPENDIX 46.

THE OPENING OF THE NEW YORK INSTITUTION, 1818, MAY 20,  
WITH REV. ABRAHAM O. STANSBURY, AS SUPERIN-  
TENDENT AND PRINCIPAL.

(From History of New York Institution, published by the Volta Bureau, 1893).

[We have no information concerning the action of the Directors of the Hartford School upon the proposition to release Mr. Stansbury from his bond, and take off the restriction mentioned by Laurent Clerc (see Appendix 45). It appears, however, that the French system adopted in Hartford, was not pursued in the New York Institution. In the first Report of the

New York Institution, January 1, 1820, (reprint of 1894), the Directors allude to the instructors as follows:—

“The Rev. A. O. Stansbury, Superintendent and teacher, is the Principal. He is a gentleman of classical erudition and has been successful in his efforts in instructing the pupils under his care. He attends to the oldest and most advanced scholars. Miss Mary Stansbury, assistant teacher, takes the next class, where the pupils are taught to put words together into sentences, and find words for the expression of their own thoughts, after seeing an action performed. Miss Stansbury is a lady of amiable manners and deportment, capable and attentive, and gives great satisfaction to the Directors. Mr. Horace Loofborrow, assistant teacher and clerk, has charge of the third class. This gentleman has been employed since first July last, and has given satisfactory manifestations of his usefulness. In the class under his tuition, the pupils learn their letters and words, and express the same by signs indicative of a knowledge of their meaning and import.”

The following is quoted from the History of the New York Institution, published by the Volta Bureau, 1893, p. 12.—  
A. G. B.]

On the 22d of May, 1817 the Board of Directors met for the first time. Their first act was to appoint a committee to write to England for a teacher, under the impression that the system of articulation, introduced by Braidwood, would be of more value than the French system, which discarded it. No answer was received till the summer of 1818, when the terms demanded were so exorbitant that it was impossible to accede to them.

On the 24th of March, 1818, the Deaf and Dumb of New York were collected in the Court room of the City Hall, and lent an affecting influence to an address delivered by Dr. Mitchill to an assemblage of the prominent ladies and gentlemen of the city, upon the necessity of making provision for their education. On the 20th of May of the same year, Mr. Abraham O. Stansbury, a gentleman of liberal education, who had been a year in the Asylum at Hartford, in charge of the administrative department, occupied a room which the city authorities had kindly set apart in the Almshouse, and whom, after waiting in vain to hear from Europe,

the Directors of the New York Institution had engaged to take charge of their new school. Around him were grouped four young deaf mutes, who had been brought to him that morning, and whom he was in the act of teaching the letters of the manual alphabet. They were to live at home and come to him every day. Before the close of the year 1818, had been gathered thirty-three pupils, and Miss Mary Stansbury had been engaged as an additional teacher. Twenty-four of these pupils were day scholars, and nine were boarders, who, with the other additions during the first eleven years, were accommodated in rooms hired at 41 Warren Street for their benefit. Some of these were paying pupils, but the expenses of the majority were defrayed by charitable contributions, and by the City of New York, which agreed to make an annual appropriation of \$400.

At the Annual Meeting of the members of the Institution, composed of ladies and gentlemen who had agreed to pay three dollars annually, or thirty dollars in one sum, held on the third Tuesday of May in that year, in accordance with the terms of the charter, Dr. Mitchill was elected President, in place of DeWitt Clinton, who, having been elected Governor, felt constrained to retire. In the Spring of 1819, as the number of pupils had reached forty-seven, it was found impossible to support the Institution on the limited resources they could command, and Dr. Akerly, as Secretary of the Board of Trustees, accompanied by Mr. Stansbury and eleven of his pupils, proceeded to Albany, and held an exhibition before the Legislature. The result of the favorable impression thus created was the passage, on the 13th of April, 1819, of two acts—one making a direct appropriation of \$10,000 from the State treasury, and the other securing to the Institution a moiety of the tax on lotteries in the city of New York, from which, for fourteen years thereafter, a considerable part of its income was derived.

In June following Mr. Horace Loofborrow was engaged as an assistant teacher. \* \* \* \* Mr. Stansbury departed for Europe in May, 1821, and Mr. Horace Loofborrow was made principal. The administrative department of the Institution was placed in the hands of Dr. Samuel Akerly, as Superintendent and Physician, who occupied this post till February 1831. &c.

APPENDIX 47.

QUOTATIONS FROM THE LETTERS OF THE REV. ABRAHAM O. STANSBURY AFTER HE BECAME PRINCIPAL OF THE NEW YORK INSTITUTION, 1818, SEPT. 4; 1820, FEB. —, AND MARCH 12.

(From Manuscripts in the possession of Dr. Frederick H. Wines, Assistant Director of the Census, Washington, D. C.)

Under date 1818, September 4, writing from New York, Mr. Stansbury says:—

“The Institution flourishes and the public are highly gratified at the improvement of the scholars..... I hope with Mr. Sears assistance &c. to improve in this hitherto impracticable attainment. I find him an amiable young man, and hope that he will do well here.”  
.....(Evidently writing of Mr. Sears, he says)  
“he is the son of the Sheriff of Orange County and was a pupil of yours—but by the death of his father, is left to depend on his own exertions for a living.”.....  
“I see your old friend G. Hyer frequently, he is a member of the little society at Mr. Rich—? and one of our Directors, besides which he has placed his ‘*Son Tom*’ to board with us, to separate him from evil company &c.”

Under date 1820, February, he writes from New York:—

“In answer to your inquiry I can only say, that having made an arrangement with a gentleman who goes to England in April, it is not probable that I shall go there, nor in fact have I any plan of proceeding after the first of May, when my engagement expires. If the Directors conclude to make an exhibition at Albany it may be thought necessary for me to go—in which case I shall have the pleasure of seeing you.....It will be an emancipation to leave this Institution, yet there is a high satisfaction in having so far succeeded in its establishment; my principal regret is, that notwithstanding repeated representations to the Board of the expediency of having a proper character to succeed me, nothing has been done & all that I have acquired will be in a great measure lost. I am now endeavoring, to secure one point, by having the system of signs for numbers engraved—when it is done I will send you a

few copies.....Mr. Ward is collecting cash but he succeeds very moderately here.”

Under date of 1820, March 12, New York, he writes:—

“My last was in reply (to yours?) of Feb. 25 respecting our Board, and giving some of my reasons for resigning the Station in which I have labored..... it is a work of usefulness—sufficient to warrant all the privation.....my success has exceeded my hopes—but when measures are adopted by those who have the direction calculated to ruin the prosperity of the Institution, I am left without alternative. At the last meeting of the Board I therefore gave in my formal dismissal, since then I find the Directors are anxious to prevent a change and have appointed tomorrow to confer with me on the subject, possibly such terms can be adjusted as may enable me to renew the engagement for another year.....rest assured I shall not act rashly or unwisely for I feel deeply the responsibility of my situation.”.....

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#### APPENDIX 48.

RAPPROCHEMENT BETWEEN THE NEW YORK INSTITUTION AND THE HARTFORD SCHOOL. LETTER FROM DR. AKERLY TO DR. COGSWELL, 1821, AUG. 28, WITH COGSWELL'S REPLY, 1821, OCTOBER 15.

(From manuscript on file in Yale College Library).

Institution for the Deaf and Dumb,  
New York, 28th. Aug. 1821.

Dr. Mason F. Cogswell.

Dear Sir:—

The Committee of Instruction have directed me to send you for the Library of the Hartford Institn. for Deaf & Dumb a work lately published here entitled “Elementary Exercises for the Deaf & Dumb” &c. This work has grown out of our wants in this Instn. & probably never would have been published if Mr. Gallaudet's book had been in use in our school. I never saw but

one copy of it & that was brought by Mary Rose I believe from Hartford. We were informed by our late superintendent that it could not be procured for the use of our school, therefore after experiencing difficulties for the want of method or plan, I was set to work and compiled the volume I send you. I have been induced thro. Mr. Stansbury to believe that an unfriendly disposition existed in your Institn. towards us, & I was not alone in that belief, wherefore no intercourse has taken place between us. The cause of that belief being removed in the change which has taken place in the management of this Institn., we now hope that an interchange of good wishes and offices may begin & continue between our Institutions as is fit & becoming men & Christians in pursuit of the same objects thro. Charity and benevolence. We wish success to yours and all other Institns for the D & Dumb.

I have the first report of your Instn. Will you be so good as to send me your 2nd, 3rd & 4th.

With respectful consideration

I am Dr Sir, your most obdt.

Samuel Akerly, Secy.

(Addressed) Mason F. Cogswell M. D. Hartford, Conn.

(Filed) Doctr. Sam'l. Akerly's letter & my answer.

Aug'st 1821.

[Enclosed in the above letter from Dr. Akerly, appears the following copy of Dr. Cogswell's letter in reply, with erasures and additions as shown.—A. G. B.]

Dr. Sam'l. Akerly,

Hartford, Octr. 15th, 1821.

Dear Sir:—

Your favor of the 28th of Aug'st. I rec'd about a week since, accompanied by a work entitled "Elementary Exercises for the D & D." &c. presented by your Committee of Instruction, to the Library of the Hartford Instn. &c. & although there has been no meeting of our Directors, since the rec't. of your Communication, I do not hesitate to offer your Committee my sincere thanks, on their behalf, for this distinguished evidence of good-will, manifested towards our Instn. my

own personal thanks are due, likewise, to you Sir, & of which I request your acceptance. As I have never been engaged in the business of instruction, I do not consider myself a competent judge of the real merits of y'r work, & I have not, as yet, had an Oppty. of obtaining the opinions of our Instructors, as they [have just returned]<sup>1</sup> have all been absent during a vacation, which has just terminated. I am satisfied however, from a hasty perusal of it, that it will be considered, as a valuable addition, to the limited number of treatises, heretofore published on this interesting subject.

I regret that Mr. Stansbury should have led you into an error, respecting Mr. Gallaudet's first Elementary Book. It has been for sale at our Book Stores in this City ever since its publication & any number of copies might have been obtained, on application to Mr. Gallaudet or our Booksellers. Nor was this the only error into which you were led by Mr. S. and had you known him then as well as you do *now*, you might probably have been spared the trouble of believing "that an unfriendly disposition existed in our Institution towards yours." Where nothing has been done, nothing ought to be implied. Whatever might otherwise have been our feelings on this subject, the unexpected, & I think I may say without the imputation of boasting, the unexampled success of our Institution, has placed us beyond the reach of envy or jealousy towards any other. The peculiar circumstances under which your Institution commenced, the Principal you first employed, & the entirely different mode of instruction, which you at first adopted, rendered it not only useless & inexpedient, but also totally forbade us from holding any intercourse, respecting the Deaf & Dumb, however much we might have wished it. Now that your Institution has assumed a new character, & you have come forward with friendly advances, we will willingly accept your proffered kindness, & wish you every success, that your benevolent exertions deserve.<sup>2</sup>

We reciprocate the sentiment that "an interchange of good wishes & offices may begin & continue be-

<sup>1</sup>The bracketed words are in the original manuscript, written but crossed out.—A. G. B.

<sup>2</sup>Ink-lines encircle parts of the letter in the original manuscript as is indicated.—A. G. B.

tween our Institutions as is fit & becoming men & Christians, in pursuit of the same objects [thro]<sup>1</sup> of charity & benevolence."

You will receive with this our 2nd, 3d, 4th & 5th Reports. Present my respects to the gentlemen of your Committee & believe me, dear sir

your friend

& Servt.

M. F. Cogswell.

[Written in pencil in the blank sheet of this letter, apparently in a different handwriting, is the following.—A. G. B.]

I regret that you should have been led into an error respecting Mr. Gallaudet's Elementary Book—but it has been always for sale at the Book Stores in this City, ever since its first publication; & any number of copies might have been obtained without application to Mr. Gallaudet,—nor did we know till the receipt of your letter, that it was not in the hands of all those who could wish to make use of it.—

—I am also sorry that you have supposed that an "unfriendly disposition existed in our Institution towards yours,"—I think this should not have been implied as nothing (concerning?) it has been done by us,—the entirely different mode of instruction adopted in New-york would have rendered any communication on our part, on the subject of the Deaf & Dumb only useless & (unimportant?) but obtrusive,—But I can assure you ["that our sincerest wishes are for your success."]<sup>1</sup> We accept with the utmost pleasure your proffered kindness,—& wish you every success that your benevolent exertions so fully entitle you to—

[Below this on the same page, apparently written with a different pencil, possibly by the same person, appears the following.—A. G. B.]

(Which, it is but justice to him to say, was prepared under the pressure of the arduous duties of a new establishment, & intended rather to serve a present emergency, [within]<sup>1</sup> for want of something better, than to be considered as anything like an exemplar of the actual course of lessons given at the school.)

*(To be continued.)*

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<sup>1</sup>The bracketed words are in the original manuscript, written but crossed out.—A. G. B.



## ARE W AND Y EVER CONSONANTS.

ANNA M. BLACK, DENTON, TEXAS.

In the old grammars in which we had our first lessons we were taught that "The vowels are *a*, *e*, *i*, *o*, *u*, and sometimes *w* and *y*"; and I think that most, if not all, of the more modern text books of Language Lessons, make the same statement, at least I have never seen any assertion differing materially from this. What does "*sometimes w and y*" mean? Does it mean when *y* is sounded like *i* at the end of a word, as *baby*, *lady*, *body*, etc., when it is short *i* (*ɪ*), or as some say long *e* ( $\bar{e}=ee$ )—and in *my*, *by*, *why*, when it has the long *i* ( $\bar{i}$ ) sound; and final *w* after *a* as in *daw*, *caw*, *jaw*, *law*, when it represents what is usually called broad *a* as in *all*=*au* or *aw*, after *e* when it forms the diphthong *ew* equaling *u* long ( $\bar{u}$ ), or after *o* when it forms the diphthongal sound *ow* equaling *ou* as in *cow*, *owl*, *town*, *brow*, (*w* is silent before *r* as in *wren*, *wry*, *wring* and in some few words such as *sword*, *answer*, *toward*, *two*: therefore does not count)? In other cases where *w* and *y* are initial preceding the principal vowels *a*, *e*, *i*, *o*, and *u*, are they consonants? Is not *w* equivalent in such cases to *oo* long as in *boot*, *cool*, *moon*, and *y* to *e* long ( $\bar{e}=ee$ )? Try any word beginning with *w* followed by any one of the five principal vowels, and substitute *oo* as in *moon* (vide Century Dictionary,  $\bar{o}$  as in *move*) for *w* in same word, e. g., *wās water*, *wèt, wind, wild*. First slowly or separately, as *oo ās*, *oo ater*, *oo èt*, *oo ĩnd*, *oo ĩld*,—then rapidly allowing the vowels to coalesce. In passing or gliding from the position of *oo* to the following vowel we produce the slight buzzing or friction which changes the quality of the pure vocal *oo*, but this is unavoidable in the passage from the one vowel to the other.

Now try *y* in the same way *yoū*, *yām*, *yēs*, *yāle*. The position of the vocal organs for initial *y* is that of long *e* ( $\bar{e}=ee$ ), separating

thus,  $\bar{e}$  *oo*(= $\bar{u}$ ),  $\bar{e}$  *ām*,  $\bar{e}$  *ēs*,  $\bar{e}$  *āle*—now coalesce. Do we not in changing the position of the vocal organs from  $\bar{e}$  to the other vowels, give the little friction sound produced by a closer (we call  $\bar{e}$  the closest vowel. Is it?) approximation of the tongue to the roof of the mouth or hard palate? This, I suppose, is considered sufficient reason for dubbing initial *w* and *y* consonants. “Well,” some one will say, “how about the words *woo* and *ye*?” I still hold that if you try to repeat the sounds of *oo* or  $\bar{e}$ , finishing the first one and beginning again, that is, separating them, not holding the position and prolonging the one sound, e. g., *oo*+*oo* not *oooo*,  $\bar{e}$ + $\bar{e}$  not *eeee*—the result would be the same. In fact it would be much the same if we paired quite a number of different vowel sounds. In trying to combine  $\bar{o}$  and  $\bar{e}$ , we get what is called the *w* sound in between—something like this, *owe*—I do not mean the word *owe* which is simply equal to *o* by itself or long *o*—thus  $\bar{o}$ . *I am*, if we are not careful, will sound like *ah yam*. Long  $\bar{o}$  and  $\bar{i}$  (*I*) have the *oo* and  $\bar{e}$  vanish. Then try some consonant and vowel combinations, e. g., *s ūre*=*sure* and *s ūgar*=*sugar*, we get the swish or *sh* sound in the passage from *s* to the  $\bar{e}$ +*oo*= $\bar{u}$ , and these two words degenerate into *shure* and *shugar*. Just so with the much mooted *culture*, *Don't you?* and all their relatives, vanishing in *chŭr* or *choor* instead of *tŭre*. Most of us, even when not descended from the Pilgrim stock have to give our lower jaw and tongue a peculiar jerk or twist to keep from becoming “*culchŭred*.” *Donchŭ* know? But I am wandering. To return to my starting point or my stated subject. It seems to me *w* and *y* should be classed as *always* vowels. If so, then *wh* is an aspirated *oo*, produced by narrowing or contracting the labial aperture, or it could be called a vocalized aspirate, and not as some claim the aspirate *h* before the *w* sound. We call *v* a vocalized *f*, or *b* a vocalized *p*, neither one comes before the other—the voice and breath expulsion are given simultaneously. *H* also before a vowel is combined with it or coalesced in the same way. *Qu* we say equals *kw*, then if *w* equals *oo*, *qu* equals *koo*, and in passing to the next vowel we produce what is called the *w* sound.

I always teach the *h*, *w*, *wh*, *qu*, and *y* in combination with the principal vowels, and never try to teach them as separate elements. It seems to me that when we try to give them alone,

they loose their identity, if they can be said to have any. Like some other elements, they are equivalent to some one or more, or are modified by other, elements. I never have satisfied myself that I could utter them separately and that which I cannot utter easily or satisfactorily myself, I do not try to teach the deaf.

## LIP-READING: WHAT IT OUGHT TO BE.<sup>1</sup>

WILLIAM VAN PRAAGH, LONDON, ENGLAND.

I fancy that I can read on the lips of many of my hearers, the expression, "What! Lip-reading again?" Yes; lip-reading again, and I fear that with me it will be a plea for lip-reading until the end of the chapter. I do not intend repeating what I have said about lip-reading in former papers, but my extensive and varied experience proves to me more and more, that lip-reading is of the greatest importance to us in our work, and that we shall never do justice to the little ones confided to our care unless we succeed in making them good lip-readers. In a former paper on lip-reading I proved beyond a doubt that we ought to make it the principal object of our tuition, since the power of understanding what is spoken is of far greater value than even speech itself. Lip-reading, face-reading, or speech-reading plays also an important part in the lives of hearing people. Many hearing people are slightly deaf and never find it out. When attending a public place of worship, a lecture, or a place of amusement, we prefer to face either the clergyman, the lecturer, or the actors, because in all instances "sight assists hearing." In large factories where the noise of machinery prevents the workers from hearing each other's voices the workpeople communicate by moving their lips only. I feel sure that every teacher of the deaf will find that the best thing he can do for his pupils is to develop lip-reading, which ought to be the "real substitute for hearing." I will explain later on why it is not always so. When ought the instruction in lip-reading to be started? My reply is: During the child's babyhood. Whenever people come to consult you about their deaf babies, advise them to speak constantly; never mind whether the child understands or not. The hearing child receives the sound impressions by means of hearing, and accord-

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<sup>1</sup>A paper read before the National Association of Teachers of the Deaf, at Oxford, England, July 31, 1901.

ingly understands before it can speak, so the deaf child will understand what is said to him by following the movements of the mouth. Our hearing children understand the meaning of everything said to them before they can actually talk, and it is this power that we should try to give to our deaf children. Keep constantly talking to a deaf child. He will notice the actions you perform simultaneously with your lip movements, and he will learn to understand the meaning expressed by the movements of your face. This synthetic lip-reading ought to be encouraged to its fullest extent. By the time that the child is sent to school he will naturally watch the faces of his teachers, and lip-reading will become a natural thing to him. I am often amused by the expression, "We shall have an hour's lip-reading." Do we ever say to a hearing child, "We shall have an hour's hearing?" In school instruction lip-reading is divided, as I have stated on former occasions, into two sections—mechanical and mental. I will not enter here on the mechanical exercises nor give any details about mental lip-reading. The methods of teaching are known to you. The simple question we have to ask is, "Why is lip-reading not what it ought to be?" The answer is, "Because you sign to your child." You make it easy for him to understand what you mean without relying on the eyes and the lip movement exclusively, and I repeat here that no signs whatever should be used, even at the commencement of our work. I quote what Director Vatter repeats in his "Organ" of May, 1901. He says that "the pure (German) oral system absolutely allows no signs. We consider it superfluous here to give reasons for this statement. The pure (German) oral system knows no so-called preparative instruction by means of signs. The preparing for the real instruction is limited to the showing of objects and afterwards illustrating those objects by pictures, etc. Further, by letting the children point out similar colours and forms, to have exercises for breathing and gymnastics, and when showing pictures, etc., always speaking to the deaf child, using such words as 'What?' 'What does?' 'Who?' 'How?' etc., and here you will find that the eye of the pupil will hang on the teacher's lips. Also, when the first ideas are communicated we do not recognize any signs, while we em-

phatically declare that pointing at an object, as well as the actual performance of an action (without any conventional sign for it) is not to be considered as a sign." It is undoubtedly true that lip-reading ought to be the exclusive vehicle for communicating instruction to the deaf, and although one has no personal feeling in the matter, signs ought to be rigorously excluded as they are certainly detrimental to the acquisition of lip-reading, and it is for this reason only that pure oralists so energetically protest against their use in the early stages of instruction. You must give an opportunity to your young deaf pupils to speak as much as possible, not only to their teachers and their fellow pupils, but to the outside world. Let them go out on errands, do shopping by themselves, but have them watched that they lip-read and speak. Speak distinctly without trying to make lip-reading too easy by unnatural face movements, give your children the opportunity of reading many people's mouths, and make even the younger pupils lip-read from one another in the earlier stages the first sounds and combinations of sounds. From the side of the teacher the same phraseology should be avoided. You will find that a bad speaker who is a very good lip-reader will get on better socially than a good speaker who is a bad lip-reader. We must strain, therefore, every nerve to make lip-reading as perfect as possible, and to the question what it ought to be, I answer, a perfect substitute for hearing. How to obtain the same is to avoid gestures altogether. Speak, and speak for ever, dispense with all signs, and do not write too much, and you will find that success in lip-reading will be the result and—your reward.

THE WORLD'S FAIR AT ST. LOUIS IN 1903.

GALLAUDET COLLEGE,  
WASHINGTON, D. C., Dec. 17, 1901.

TO PRINCIPALS AND SUPERINTENDENTS OF SCHOOLS FOR THE  
DEAF IN THE UNITED STATES.

*Dear Friends:*—It is proposed by the authorities of the World's Fair to be held in St. Louis in 1903, to provide a commodious building to be used exclusively for educational exhibits, and space is offered for a special exhibit of the work carried on in schools for the deaf.

In the opinion of the Executive Committee of the Convention of American Instructors of the Deaf, it will be very desirable that a full exhibit of our schools should be made at St. Louis.

Acting for the Committee I take this opportunity of calling the attention of heads of schools to this matter.

All who saw the exhibit at the Chicago Exposition will remember the great interest which was felt in it. The number of schools represented was large, and visitors to the Exposition gained much valuable information as to what was possible in the education of the deaf and what was being done in their behalf throughout the country.

The authorities of the World's Fair at St. Louis give assurance that a space even greater than that offered at Chicago can be given to the schools for the deaf if it is desired.

It will not be possible to determine how much space shall be asked for until the purpose of the several schools of the country as to exhibiting is manifested. I therefore earnestly request that the heads of schools for the deaf in the United States will communicate with me at an early day on this subject, giving an idea, if possible, how much space would be desired for each school.

Very truly yours,

E. M. GALLAUDET,

President of the Convention of American Instructors of the  
Deaf and Chairman of the Executive Committee.

## LOIS E. ATWOOD.

ISABEL VANDEWATER JENKINS, TALLADEGA, ALABAMA.

The beginning of the holiday season in Talladega, Alabama, was suddenly darkened by the death of Miss Lois E. Atwood. She died of heart failure. It came as a shock to her friends, for though she had been ill a couple of weeks with a fever, no such ending was anticipated. Indeed, the doctor had only just told her she was better and could soon sit up. But quietly and without warning, on the evening of the 23rd of December—

“God’s finger touched her and she slept.”

The next morning, at the house of a friend, we said farewell to all that was mortal, and her presence went out of our sight forever. Accompanied by an old friend, Mr. Alfred Wood, the remains were taken to Columbus, Ohio. The sad home coming was on the evening of Christmas day when all the rest of the world was making merry. Her parents have this consolation in the loss of their only child that though her life was short, counted by years, she had not wasted it, but used it to help her less fortunate fellow creatures and thus lived in deeds.

Lois E. Atwood was born in Arkansas while her father, Mr. Ralph H. Atwood, was connected with the school for the deaf there under the Superintendency of the late Mr. Carruthers. Her later home was in Columbus, Ohio, where her father taught in the school for the deaf there. Thus from infancy she was thrown in that environment which helped her to a thorough understanding of the deaf, of their capabilities and limitations, and fitted her so well for the work.

In the fall of 1891, she became connected with the Alabama School, teaching there for three years, going from hence to take a position in the Ohio School, and in 1897 returning to the Alabama School with increased experience to remain till her death. She was a faithful, conscientious teacher, interested in her work, and always busy. Nor did she drop that interest when the



school-room doors closed behind her. She liked to see what others were doing and compare notes on methods. "I so dislike the idea of getting into ruts," she said once to the writer. She was a faithful attendant at the Conventions. Indeed an acquaintance once said she began to attend them with her father almost before she was out of pinafores. Members of the Association to Promote the Teaching of Speech to the Deaf will remember her well, for she was a member and missed few if any of its gatherings. That she was valued as a teacher of the Alabama School goes without saying, and she will be greatly missed.

She had an equable disposition and a cheery presence. Kindness was second nature, and of her it may truly be said,

"Where she met a stranger, there she left a friend."

Being sociably inclined she had joined two or three societies and clubs, and so was well known to the town people among whom she had many warm friends. Though her presence has gone from among us, not so her memory, for it will be many a day before those connected with the school will cease to talk of her or her friends to think of her and recall some gracious act.

## THE WISCONSIN ROUND-TABLE.

ALMIRA I. HOBART, DELAVAN, WISCONSIN.

Wisconsin, as the readers of the REVIEW are doubtless aware, abounds in Day Schools for the deaf—seventeen or eighteen in number—which are scattered throughout the state.

Last July Mr. W. D. Parker, State High School Inspector, was appointed Inspector of all the schools for the deaf which are supported by the State. He has taken hold of his work with marked interest. One of the first evidences of his earnestness was the Round Table for teachers of the deaf which he arranged to be held in connection with the State Teachers' Association in Milwaukee, Dec. 26-28, 1901. There were two sessions on Dec. 27 and 28.

Twenty-eight teachers responded to the invitation by their presence, eight of these being from the State School at Delavan. A fine program, well planned and carried out, in part by papers, was supplemented by informal discussions that proved suggestive and inspiring.

Some features of "Peculiar Pupils" were volunteered by different teachers.

A most excellent "Exemplification of First Year Work" was shown by Miss Katharine F. Reed of the Milwaukee Day-school, with three children. She led the children through the successive steps, imitation, inhalation, and exhalation, to consonants, spoken, read, and written, with their combinations, followed by vowels treated in the same way, and later by words. In each case the same order was observed, the teacher speaking the elements, combinations, or word; the child speaking it; the teacher writing the same; and finally the child writing it. Exercises for developing touch and training the sense of sight were given, as well as those for distinguishing between high and low tones, first with the guitar, later by feeling the throat of the teacher.

The work of language building was finely developed with a second year class under the guidance of Mrs. Sarah Sorenson in which the use of the "Five Slate System" was well illustrated.

Prof. C. P. Cary, Superintendent of the State School for the Deaf, was introduced. He commented upon the excellent work which had just been presented, and the knowledge of pedagogy which was necessary to bring it about.

Mr. Miller, Chairman of the Milwaukee School Board, spoke in behalf of the Phonological Institute, organized about twenty years ago, which had started and fostered the Milwaukee Day-school, at present under the efficient management of Miss Frances Wettstein.

In her remarks on the "Teacher's Responsibility for the Promotion of Hearing," Miss H. Ray Kribs of Sheboygan, stated that she would continue the exercises and tests to promote hearing for weeks and months, since she believed that learning to distinguish merely vowel sounds is an aid to the production of better voices for speech.

Miss Jennie C. Smith of Eau Claire, gave some suggestions for "Busy Work." In the beginning this may be clay modeling, paper cutting, pasting, making paper chains, stringing beads, building with blocks. Later, the pupil may spend his spare time in writing, drawing, painting, illustrating, number work and language lessons with pictures that he has drawn or cut from papers. Miss Smith also suggested plans for "Encouraging Speech and Writing at Home." Secure the co-operation of the parents. Invite them to school to see how you teach; show what the child is able to do; send home lists of words and sentences which you wish him to use at home in expressing his wants. Encourage him to bring written work to school which he may have been assisted to do.

"Games, in and out doors" were given by Miss Jessie B. Allen of Eau Claire, and Miss Blanche E. Argyle of Black River Falls. Interesting indoor games are, "Hide the thimble," and other articles; bean bags, grace hoops, ten-pins, jacks, marbles; "Drop the handkerchief," "Roll the platter," "Button, button," authors, crokinole, caroms, dominoes, and checkers. We may play "house," "school," "church," "store," "train," "milkman,"

"fireman," "circus," "Indian," "doctor," "go fishing," "to market," "take a street-car ride." Some out-door sports which deaf children enjoy are running matches, jumping contests, tug of war, tag, ball, hide and seek, prison goal, fox and geese, and "Pussy wants a corner."

Miss Elise M. Steinke of Delavan, read a paper entitled "Justification of Speech and Speech-reading."

"Should a Teacher Overlook any inaccuracy in Speech or Writing?" was the topic assigned to Miss A. I. Hobart of Delavan. She said that ordinarily corrections should be made, but with caution else sensitive pupils may become discouraged and make no further effort. Mistakes which occur frequently may be most effectively impressed by being brought to the attention of the entire class. The child should not be constantly interrupted at the expense of thought. Letters should be carefully corrected for in these the child is trying to express his thought in the best way.

Miss Huldah Rudolph of Sparta, spoke of "The Sentence as a Unit in Speech." The ear of the hearing child is constantly struck with complete sentences and perfect idiomatic forms. Present sentences in the same way constantly to the eye of the deaf child by speech and writing. Some of these are impressed on the memory. The sentence method makes better speech readers, develops mind, is an avenue for expressing ideas, gives better emphasis, accent, more natural intonation of voice, besides a fluency and continuity of speech, such as cannot be obtained by any other method.

In the lively discussion which followed it was the general opinion that, notwithstanding the value of the sentence as the unit, which we may constantly use in speech to the deaf child, and which he may understand before learning to speak, there needs to be much mechanical drill on elements in the beginning as a foundation for good speech.

Some Devices for "First Number Work" were given by Miss Anna E. Nugent of Fond du Lac.

"Number Work" was also discussed by Mr. J. J. Murphy of Delavan.

Mr. Warren Robinson of Delavan in his paper on "The Relation of the Deaf Child to Language," said that the deaf stand as foreigners in their relation to the English language with the difference that foreigners receive millions of impressions through the ear which the deaf do not have. Yet many deaf-mutes have attained a remarkable command of language, understand books, and are able to secure information from them on all sorts of subjects. Writing is the chief means in learning language, next comes finger-spelling which is three times as rapid as writing.

Miss Anna Sullivan of Fond du Lac, gave an account of her experiments with the Akoulalion, through which she had come to the conclusion that for the majority of the deaf the results were too meager for the time spent upon it.

Miss Hannah Gardner of Appleton, illustrated what may be the "Character of Teachers' Stories," by testing a few:

1. The Indians—how they lived.
2. The Pilgrims—how they lived.
3. Comparison of two previous stories.
4. The Indians and the Pilgrims—how they met.
5. The Christmas Story.
6. The Story of the Bear.
7. The Story of the Frogs and the Toads.

Superintendent C. P. Cary of Delavan, spoke on "Development of the Imagination." We no longer speak of developing the different faculties as if they were parts. The individual is looked upon as a unit. Certain kinds of discipline assist the development of the imagination, others assist the reasoning. The deaf have no imagery relating to sound, but can recall what they have seen and touched. The teacher must appeal to something which they have had in their experience. The highest type is the constructive imagination by which we take various elements that we know and unite them to build something different from what has ever been known. It will avail little to talk to pupils in words unless a corresponding picture is formed. To develop imagination in geography, the child must be taken out of doors to become familiar with elements in the country around from which to build.

The subject of "Discipline—need, end, method," was presented by Mr. W. A. Cochrane and Miss M. D. Fonner of Delavan, and Miss Margaret Hurley of Wausau. Mr. Cochrane said in part: Child study is necessary that the method of discipline may be suited to the temperament of each child. In moral questions pertaining to honesty, purity, and right living, definite commands should be enforced. The teacher may be the recognized friend and counselor whose pervading spirit is love. That one who can inspire the respect and honor of pupils has largely solved the question of discipline. Discipline should be uniform; an uneven enforcement of regulations is subversive of good order. It is questionable whether the application of the rod is ever of permanent value.

Miss Fonner thought that as the school is much like the world, the child should be taught the necessity of obedience to school regulations as the foundation for obedience to all law. Punishments should be retributive rather than arbitrary in order that the child may be made to feel that the inconvenience, discomfort, pain, or disgrace is merely the natural consequence of his misdeed or omission.

Miss Hurley added that the discipline of deaf children is often so utterly neglected by parents as to throw the entire responsibility upon the teacher. So far as possible secure the co-operation of the parents. Be in your personality what you desire your children to become.

The committee appointed to decide as to the advisability of continuing the Round Table recommended its continuance in connection with the next annual meeting of the State Teachers' Association. Future arrangements for it were left in the hands of Inspector W. D. Parker.

## REVIEWS.

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### **Biennial Report of the American School at Hartford for the Deaf; 1901.**

The Directors' report refers with pardonable pride to the eighty-five years of service of the Hartford school. The completion of a new and modern building—Cogswell Hall—to be devoted exclusively to the use of the primary and oral departments, gives additional occasion for congratulation, as it is considered one of the best planned and equipped buildings in the country for the purposes for which it was intended.

The report of the Principal, Dr. Job Williams, gives the attendance April 1, 1899, as 167; and April 1, 1901, as 154. A new law of the state of Maine withdraws state aid heretofore granted from all its deaf children taught out of the state, transferring all such to the state school at Portland; consequently there have been no Maine pupils in the school since June, 1899. Dr. Williams refers feelingly to the resignations of Miss Margaret C. Greenlaw and Miss Mary A. Mann, the former after forty-seven years of service, the greater part as matron, and the latter after forty-five years work as a teacher. A touching tribute is also paid to the memory of Miss Caroline C. Sweet whose thirty-one years of faithful and conscientious work in the school makes her loss an exceptionally severe one. The fact is mentioned that the series of text-books of which Miss Sweet was the author, has been used in more than sixty of the schools for the deaf in the United States, as also in schools in Canada, England, Ireland, Australia, and in fact, wherever the English language is spoken.

Dr. Williams recounts the numerous and extensive improvements made in the several departments of the school. Referring to the new building he says:

"Our Primary Building, so long and urgently needed, was completed early last fall, and on the nineteenth of September was opened for the reception of pupils. It is a great improvement to have the younger children in a building by themselves where all the arrangements are suited to their special needs."

A detailed description of the building follows which shows it to be modern and complete and with every necessary convenience for the prosecution of the best work. A new system of heating has been installed which furnishes heat to all buildings on the grounds from a single central plant. The old shop building, built in 1822, where probably was given the first manual training in connection with any school in this country, has been removed. Described as antiquated, unsightly, inconvenient, and a blemish to the grounds, its removal has greatly improved the appearance of the yard and given the boys ampler room for outdoor games. A new industrial building has been erected (since this report was published), and we believe it is now in use. This new building was made possible by the subscriptions of generous friends of the school.

Dr. Williams refers to the methods of instruction briefly as follows:

"As to methods of instruction we are taking careful note of the condition, policy, and achievements of the various schools throughout the country, and endeavoring to make our school-work up to date in all respects."

The Report is fully illustrated with well executed and well printed half-tones showing the various buildings and departments of the school.

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### **Report of the Horace Mann School, Boston, 1901.**

The Committee on the Horace Mann School reports an attendance at the close of the year in June, 1901, of one hundred and twenty-six pupils. It mentions the fact of the adoption at the beginning of the year of the "course of study prescribed for the other public schools of Boston." Continuing the report says: "Apt, faithful teaching, and earnest, conscientious study



have produced results which fully justify the hope that this standard of attainment may be reached by increasing numbers of deaf-born pupils." A quotation from a section of the Regulations of the Public Schools sets forth the aims of the school: "The school is designed to give an elementary English education, but, as a preparation for this it must first impart to pupils entering as deaf-mutes the meaning and use of ordinary language. It aims to teach all of its pupils to speak and to read the speech of others from their lips."

Manual training is made a prominent part of the school work as the following shows:

"Manual training in this school, as in others, is accorded its rightful place as an important factor in the education of its pupils. A carefully arranged plan of work takes every child in the primary department through a course of training for the eye and hand which prepares them to begin the use of wood-working tools intelligently, skilfully, and successfully. It also serves as a good introduction to sewing, which was taught last year to nearly all of the girls in the grammar department and to a limited number of boys. These pupils were in different stages of advancement, some made garments and learned how to do various kinds of mending, others were taught dress drafting and dressmaking, and others learned to do fine needlework. A number of the boys showed commendable skill with the needle, and were able to do good work upon the sewing machine. . . . All of these differing forms of manual training are so many strong appeals to the latent powers of a child's mind, and have a far-reaching influence over him. He yields to them readily and is moulded quite unconsciously by them. One has only to follow the child in successive lessons to understand the transformation that is going on under the spell of a magnetic, skilful teacher, and to learn that as a moral force in a child's life manual training is almost unequaled."

The report reproduces from Boston newspapers in which they appeared three poetic contributions written by A. H. T. Fisher and Alice C. Jennings, who were pupils of the Horace Mann School in its early days. They are most creditable productions and worthy the place given them. They are presented "not as a result of the work of the school, but as showing that deafness, even when occurring at an early period in a child's life, is not necessarily a barrier to intellectual growth."

**Report of the Mackay Institution for Protestant Deaf-Mutes and the Blind, at Montreal, 1901.**

The Superintendent, Mrs. Harriet E. Ashcroft, reports the presence during the year of 62 pupils, six of whom were blind. She regrets the prevalence of the asylum idea in connection with the Institution, and urges the use of the name "The Mackay School for the Deaf and the Blind." Referring to the methods of instruction employed she says:

"Our system of instruction corresponds as nearly as possible to that in use in common schools, and in leading schools for the deaf. In the class-rooms, we continue to give prominence to the teaching of speech and speech-reading, as it furnishes the deaf with the readiest means of communication with hearing people and makes them more like those in full possession of their senses. We therefore encourage our pupils to talk at all times, in school and out of school."

The Examiners' Report, presented after the annual examination of the school in May, makes special comment upon the speech and lip-reading work of the school in the following appreciative words:

"The Examiners desire to express their appreciation of the work done in the lip reading and the articulation classes. After all, the great purpose of the Institution is to so educate the pupils that they may take their place in the world as independent and self reliant people, quite capable of providing for themselves and discharging the duties resting upon them as Christian men and women. The exceedingly difficult task of so teaching the students that they can converse freely with people generally, reading the lips with accuracy and expressing their own ideas in articulate language, seems to have been accomplished with success. Many of the pupils are able to answer questions, receive instruction and express themselves accurately without the use of any signs whatever, save such as are common to spoken language."

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**Belleville, Ontario, Institution for the Deaf and Dumb:  
What the Parents of Pupils, and former Pupils say about  
the Institution.**

This is a pamphlet of 80 pages, made up of letters from parents of present pupils, and from former pupils themselves. The

letters were received in response to a circular sent out by Superintendent Mathison to parents asking their opinion as to the progress and care of the children attending the school, and to former pupils asking them what they are doing and how they are prospering, and for their opinion or estimate of the value of the instruction that they received while at school. There are some 700 to 800 such letters and they all speak in high terms of the school and the benefits it has conferred. A score or more of illustrations showing rooms and buildings, and groups of children and graduates, adds much to a book that must possess great interest to the persons to whom it specially relates.

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**Report of the North Stafford Joint School Authority,  
at Stoke-upon-Trent, England, 1901.**

This Report is upon a school started four years ago to provide for the deaf and blind children of six cities or districts of North Staffordshire. It is thus a joint school and is governed by a so-called Joint School Authority, a committee in fact, with representatives upon it appointed by the several city school boards. The school has grown rapidly and now numbers 68 deaf, 42 blind, 1 dumb, and 1 blind and deaf.

The headmaster, Mr. A. J. Story, in his report on the deaf department, refers to the methods of instruction employed as follows:

“Sixty of the 68 children are taught on Oral methods, while the remaining 8 are using the Manual alphabet. The Oral method of educating the deaf is undoubtedly superior to the Silent method for the majority of the Deaf, and has been used in every case in which it appears advisable in the interest of the child. But there are, and probably will always be, children whose condition, mental or physical, and age render the application of Oral methods impracticable: and on the principle of “the best for the child” instruction has been given on the Silent method already referred to. The physical and intellectual conditions of the deaf vary, and it is therefore certain that in a school like our own, which accepts all children presented, these Silent methods must ever find a place.

“Under either method the aims are similar. The actual means of communication only differs. The subjects of instruc-

tion under each method are scripture, writing, reading, arithmetic, geography, composition, object lessons, &c. In the acquirement of all these the difficulty is that of language, of which the child knows no word on admission. The crux of the whole question of deaf mute education is in the acquirement of the language of the country, and according to its degree of attainment is the child's progress in all other subjects.

"The manual instruction subjects include drawing, brush-work, kindergarten and varied occupations, modelling, carpentry and turning; as well as sewing, knitting, machine sewing and cookery for the girls. All the children appear to derive much pleasure from these manual exercises, and where possible they are trained to originate their own designs. These manual subjects are made to teach their own language of technicalities, and thus by the co-ordination of all to a common end—the power of expression is connected and correct English is advanced."

The Report as a whole is, for an English Report, unusually full, and hence unusually interesting.

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**Revue Generale de l'enseignement des Sourds-muets**  
 [General Review of the Instruction of Deaf-mutes], Paris,  
 July, October, 1901.

Contents of the July number: "Deaf-mute artists in the Salon of 1901," by Camille Vathaire. Among the prominent deaf-mute artists who have established their recent works we mention Albert Mille, who has a most charming portrait of a woman seated on a chair and reading a letter. Oliver Chéon: "The Alps seen from my window." Georges Ferry: "Mary Magdalen and other women wandering disconsolately after the death of Christ, in the neighborhood of Jerusalem." Among the sculptors we mention Fernand Hamar, who exhibits a very spirited statue of Marshall Rochambeau which—as the Review states—is destined for the city of Washington, D. C. Truly, art is one of those fields in which many deaf-mutes of various countries have won distinction, and which, being peculiarly adapted to their condition, holds out rich promise of fame and emolument. This article is embellished by a photogravure of the statue of Rochambeau. "The necessity of having an interpreter for deaf-

minutes in courts of Justice, by Ad Bèlanger. The writer, a professor in the National Institution for Deaf-mutes at Paris was in May, 1901, officially called to Chartres to act as interpreter in the case of a young deaf-mute accused of a crime. The deaf-mute was convicted and received a sentence of three months in prison. The punishment, though light, was well deserved in this case; but without the assistance of the interpreter, the chances were that the deaf-mute would either have gone free—as being considered irresponsible for his acts, or would have received a heavier punishment than he deserved. “French benevolent societies for the aid of deaf-mutes,” by Marius Dupont (conclusion). Reviews, and miscellaneous communications.

Contents of October number: Distribution of prizes at the National Institution for Deaf-mutes. Two discourses delivered on this occasion are given in full; the first by Mr. Giboulet, one of the professors. After calling attention to the fact that the first efforts to educate deaf-mutes were made in France, the country of the Abbé de l’Epée, he says that from France the movement spread throughout the entire world; and in our days we witness a noble spirit of rivalry among the different nations, to increase the number of their schools, to endow them liberally, so as to bring the benefits of an education, which the employment of a new method has rendered more and more expensive, within the reach of all deaf-mutes. He points to the noble example set to all other countries by the United States which, as he says, occupies the first rank with its 115 schools, and which in less than ten years has almost doubled the number of its institutions for deaf-mutes and of its teachers, expending annually about 5 million francs for this purpose whilst its school buildings represent a capital of at least 60 million francs.

As regards methods, Mr. Giboulet says: “The 19th century has witnessed a strife, fierce but generous and fruitful at the same time, regarding the methods of instruction; this strife has ended in the victory of the present method, which, better than any other, enables the deaf-mute to come into the closest possible contact with the outside world. Thanks to this method, our classes, formerly silent, have been filled with a murmuring, growing constantly louder, and have been transformed if not

into schools of eloquence, at least into true laboratories of speech. The oral method has entirely changed our deaf-mute instruction, and has inaugurated a new era, which promises still further and more glorious development in the 20th century." The second discourse was by Mr. Marguerie, who seconded the wish expressed by Mr. Giboulet to have schools for deaf-mutes established in all the Departments of France, thus carrying out the provision of the school law that primary instruction shall be given to all children of school-age, including deaf-mute children. The National Institution at Paris would then hold the place which naturally belongs to it, viz.: to be a normal school for the education and training of teachers of deaf-mutes. "What Professor should teach the highest class?" by Auguste Boyer. "Dr. Castes"—a brief biography of this eminent French scientist (accompanied by his portrait) who, born at Bordeaux in 1851, has become one of the authorities as regards diseases of the ear, nose, and throat, and has recently in acknowledgment of his services been created a chevalier of the Legion of Honor. Bibliography: We notice here "Programmes of the Ohio Institution for deaf-mutes," giving copious extracts from the same.

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**Nordisk Tidskrift for Dofstumskolan** [Scandinavian Journal of Deaf-mute Instruction], Goteborg, Sweden, Nos. 8 and 9, 1901.

"Gunnar Wennerberg, obituary." In memoriam of one of the most prominent deaf-mute teachers of Sweden, chiefly instrumental in pushing the passage of the law of 1889, which greatly improved the condition of deaf-mute education in Sweden. "Changes in the method of the Pennsylvania Institution," translation, by Mr. L. A. Havstad, from American Annals of the Deaf. "The proper Forum," by Hans Björset. Mr. Björset states that some time ago he read Dr. Crouter's article in the American Annals [the one just referred to], and thought how delighted with it all friends of the speech-method would be, and how some practical application of the article would be made in Norway. Little did he dream, however, how soon and in what

manner this would be done. Dr. Crouter's article is found in the January issue of the American Annals, and already on the 28th of January, 1901, Mr. Havstad sent his translation of Dr. Crouter's article to the Committee on education and ecclesiastical affairs of the Norwegian Parliament, as an appendix to his report on his journey in America, stating in transmitting the same that the article was of the greatest importance, and that it was calculated to set at rest all doubts as to the justice of the measures taken 10 years ago in Norway, as regards the method of deaf-mute instruction. Dr. Crouter's article gives statistics of the Pennsylvania Institution from 1881-1899, which show the victorious progress of the speech method in that Institution. But as in all cases, we must also here say: "Audiatur et altera pars" (Let also the other side be heard). According to the most recent statistics of the American Schools for Deaf-mutes published in the same number of the Annals as Dr. Crouter's article, only 53.61 per cent. [the corrected figures show 63.04 per cent.—ED.] of the 10,608 scholars of the 115 schools receive instruction in speech (only 42.77 per cent. according to the pure speech-method). This proves conclusively that, in spite of the rapid progress which the speech-method has of late years made in America, about one-half of the deaf-mutes do not yet receive instruction in speech. Against this background Dr. Crouter's article should be held, to be seen in its right light. It cannot have the same effect on specialists who work under conditions where the speech-method is already the general method. The matter stands simply thus, that here in Norway we have already gone through the same process of development which America is going through now, and which appears to have reached its climax in Dr. Crouter's article. But in the Old World signs begin to show themselves of a reaction. There are many indications that the people are no longer absolutely certain that all deaf-mutes should learn to speak, at any rate not to that extent it was formerly considered necessary. Strange to say, such indications begin to show themselves in Germany—the cradle of the speech method. In these conditions, Mr. Björset thinks, the Norwegian Parliament is not the proper forum before which this question should be settled, much



less should an *exparte* defence of one method be submitted to the Parliament as an official document on which to base its decision. Nevertheless, Mr. Björset, and, as he thinks, all specialists in the field of deaf-mute instruction, will hail Dr. Crouter's article with joy as a vigorous defence of the speech-method; "but," he says in conclusion, "we are prepared to appreciate it as it should be appreciated, as the expression of the opinion of an enthusiastic man, in regard to which—especially as he is a witness in his own case—we are bound to wait, as taught by experience, the judgment of the future." "The question of methods," by G. Forchhammer, an article by the veteran Danish teacher of deaf-mutes, carefully weighing the advantages and disadvantages of the different methods. In connection with the question of sound-orthography, he calls attention to the great difference in the various languages between the pronounced and the written sound, which is particularly noticeable in a language like the Danish, and which makes it almost impossible to lay down rules which would apply to several languages. Miscellaneous communications: Among these we note the fact that a merchant of Göteborg, Mr. August Röhss, has given 30,000 kronor (\$8,040.00) to the Home for Blind Deaf-mutes at Wenersborg, Sweden, showing the interest taken in the welfare of these unfortunates by private individuals.

Numbers 10 and 11, 1901: "Some Statistics," by Ludvig Polke, Fredericia, Denmark. By an order of the Danish Ministry of Public Instruction, the clergymen of the State Church (Lutheran) were requested to send in annual reports concerning deaf-mutes in their parishes who had graduated from Danish deaf-mute schools, principally to show what means these deaf-mutes employed in their intercourse with normally endowed persons. Mr. Polke only had access to the reports concerning the Fredericia Institution. From these reports it appears that in their intercourse with hearing persons, of the 117 deaf-mutes graduated from the Fredericia Institution, 96 (82 per cent.) used speech, 12 (10 per cent.) speech and writing, 1 (about 1 per cent.) speech and the hand-alphabet, 4 (3 per cent.) speech and signs, 3 (about 3 per cent.) writing and signs, and 1 (1 per cent.) signs exclusively. In their intercourse with deaf-mutes



(only 116 reports received), 93 (80 per cent.) used speech exclusively, 11 (9 per cent.) speech and writing, 1 (about 1 per cent.) speech and the hand-alphabet, 1 (about 1 per cent.) speech, writing, and signs, 7 (about 6 per cent.) speech and signs, 1 (about 1 per cent.) writing, and 2 (about 2 per cent.) writing and signs. "The Question of Methods," by G. Forchhammer, Nyborg, Denmark (concluded from the last number). Mr. Forchhammer states that he considers "reading in unison" (or as he calls it "chorus-reading") of special importance. He says: "The first and foremost condition is this that you get all the voices to produce the sounds in exact unison by leading them with a baton. At the Nyborg Institute this reading in unison is done either from words and sentences written on the blackboard, or from books specially prepared for the purpose at the Institute. During the course of a year quite a number of these little books have been prepared, each devoted to a separate subject, e. g., biblical history, natural history, history of Denmark, etc." Mr. Forchhammer considers these books and these exercises a perfect success, and earnestly recommends them to all teachers of deaf-mutes. "Formal exercises in speech," by N. K. Larsen (continued from No. 5). The principal points touched on in the present article are: the value of corrections by the teacher before and after the formal exercises; can a pupil derive practical benefit from his knowledge of the rules by previously going over the words he is going to speak? The formal exercises strengthen the speech instinct by transforming its vague ideas into clear certainties. The formal exercises are a guarantee for clearness of speech; the time which should be devoted to these exercises. Reviews of periodicals and reports. Miscellaneous communications.

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**Taubstummen-Courier** [Deaf-mute Courier], 17th year, Vienna, Nov. 1, 1901.

This monthly of 12 pages in small quarto, edited by Ed. Nepevny, appears to be a model journal, devoting of course most of its space to news and reports from Austria, but also giving bright sketches of travel, reports of foreign institutions, and per-

sonal news and correspondence relating to deaf-mute education from all parts of the world. The present number contains a brief biography, accompanied by likenesses, of Mr. and Mrs. Erwin Spindler, both deaf-mutes—he since his 6th and she since her 1st year. Mr. Spindler who now resides in Leipzig, is one of the most talented German artists, and his beautiful paintings chiefly representing scenes in the Alps, and of life among the Tyrolese, have met with universal favor. Mr. Spindler has for many years been secretary of the Leipzig association of deaf-mutes, and his talented wife who accompanies him on his annual trips to the mountains, is President of the Leipzig association of deaf-mute ladies. In the most energetic manner Mr. and Mrs. Spindler devote all their time to the promotion of the interests of deaf-mutes and to art. They both received their first training in German deaf-mute institutions; and their life and activity may well be termed an illustration of the excellence of the German system.

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**Blatter fur Taubstummenbildung** [Journal of Deaf-mute Education], Berlin, November 1, November 15, December 1, 1901.

Contents of November number: "Compulsory education of deaf-mutes, according to the draft of the new law concerning compulsory education," by H. Hoffman. "Third meeting of the teachers of deaf-mutes of the Prussian Province of Silesia," held at Ratibor, in the beginning of October, 1901. "Reply to the criticism of certain utterances of Mr. G. Neuert at the Hamburg Congress of deaf-mute teachers," by G. Neuert. Miscellaneous communications: "A speaking machine." It is reported from London that Dr. Marage has succeeded in constructing a machine which clearly and distinctly pronounces the five vowels. This machine is not a phonograph reproducing words spoken into an apparatus; but it actually produces the vowels. The machine is an exact reproduction of the mouth of a human being, in the construction of which the plastic substance used by dentists is employed. Dr. Marage intends to make a practical use of his machine, by applying the principle underlying the same to

the steam whistles used on vessels so that they can produce vowels. In this way phonetic syllables might be obtained which would form an international alphabet for signals exchanged between vessels. "Schools for deaf-mutes in Austria-Hungary," from a Report on these Schools published by Gustav Pipetz, teacher of deaf-mutes at Graz; it appears that in Austria-Hungary there are 34 institutions for deaf-mutes with 2276 scholars and 257 teachers. The polyglot character of the Austria-Hungarian Empire is shown by the fact that the language used in instruction in 13 institutions is German, in 8 Hungarian, in 3 Bohemian and German, in 2 Bohemian, in 2 Polish, in 2 Slovenic, in 2 Italian, in 1 Italian and Slovenic, and in 1 Croation.

Contents of November 15 number: "The height, strength, and duration of sounds, the proper intonation in speaking, and some other matters connected therewith," by P. Kockelmann. "The spiritual care of deaf-mutes in the Canton Berne, Switzerland," by Eugen Sutermeister. Statistics.

Contents of December 1 number: "The new Prussian Law concerning the care and education of neglected children, and its significance for the education of deaf-mutes," by E. Ulbrich. This law took effect on the 1st of April, 1901. "The spiritual care of deaf-mutes in the Canton of Berne, Switzerland," by E. Sutermeister (concluded). Miscellaneous communications. Reviews of recent books.

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**Organ der Taubstummen Anstalten in Deutschland** [Organ of the Deaf-mute Institutions in Germany], Frankfort-on-the-Main, November, 1901.

"Jørgensen's Observations regarding the work of the Friedericia (Denmark) Institution for Deaf-mutes during the period 1881-1900," by K. Finkh. Translation from the Danish. During this period of 19 years the scholars in the Friedericia Institution have been instructed by the speech-method, with excellent results, and the school has been graded, i. e., the scholars have been divided into different classes according to their capacities, especially in the matter of their natural abilities, thus putting the more backward children in one class, and the brighter

scholars in another. Mr. Jørgensen says in conclusion: "For many years I have been an ardent advocate of the speech-method, but never have I been more thoroughly convinced of the excellence of this method over against all other methods, than now in my old age. [He was for 24 years teacher in the Copenhagen Institution and 19 years in the one at Friedericia.] The speech-method is sure to advance victoriously and will finally conquer all difficulties." "Observations on the first of Finkh's ten commandments for deaf-mutes" (see ASSOCIATION REVIEW for December, 1901, page 485), by M. Schneider. The commandment in question reads as follows: "Open your mouth wide enough to let the vowels sound pure and full." Mr. Schneider is of the opinion that this commandment, as formulated by Finkh, does not altogether hit the nail on the head, as the position of the tongue is of the first importance in pronouncing the vowels with their proper sounds; and in this article he follows up this idea in its details. "What has proved a hindrance to the spread of Herbart's ideas?" by H. Hoffman, of Ratibor. An article of general educational interest, without any bearing on the education of deaf-mutes. "Thomas Scherr as an educator." Extracts from a speech delivered at Zurich, Switzerland, on the 23d of September, 1901, by Director Utzinger, in commemoration of Scherr who during the first half of the 19th century labored zealously, by his writings and by his teaching, for the cause of deaf-mute education in Switzerland. "On Reading and Education," by H. Hoffman, of Ratibor. Reviews of books and periodicals. Miscellaneous communications.

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**Institutions de Sourds-Muets. Statistique, 1901.** Published by the professors of the Institution for Deaf-mutes at Currière, France.

This little pamphlet of thirty-two pages gives the most recent and most complete statistics of the institutions for deaf-mutes which we have seen for sometime, and their collection and compilation doubtless involved no little amount of labor; in most cases the sources of information are given. The first part con-

tains the general statistics of all countries of the world, whilst the second, and larger part, gives the detailed statistics of all the French institutions. It is, of course, impossible to reproduce here the entire work, so we would advise anyone who is interested in the matter to procure this little pamphlet, which can doubtless be obtained at a reasonable price, and use it as a book of reference; we give in the following some of the most important figures: In 1901—presumably at the beginning of the year—there were in Europe 395 institutions for deaf-mutes, with about 2700 teachers, and about 22,000 scholars, distributed as follows: Germany: 91 institutions—approximate number of deaf-mutes to every 10,000 of the population: 9.66. Austria: 34 institutions—proportion of deaf-mutes to every 10,000 of population, 10.15. Belgium: 12—4.39. (The first figures always give the number of institutions, the second the number of deaf-mutes to every 10,000 inhabitants.) Denmark: 8—6.20. Spain: 10—7.46. France: 68—6.26. The Netherlands: 4—3.33. Great Britain and Ireland: 45—5.45. Italy: 50—7.34. Norway: 7—9.81. Sweden: 19—11.80. Switzerland: 16—24.52. Portugal: 3—6.9. Turkey: 1—7.7. Roumania: 1—7.7. Greece: 1—7.7. Servia: 1—7.7. Luxemburg: 1—7.7. Russia: 26—7.34. In Africa there were seven institutions, as follows: Algeria, 1; Egypt, 1; Cape Colony, 4; Natal, 1. America: 131 institutions, viz.: Canada, 7; United States, 116; Cuba, 1; Mexico, 1; Chile, 1; Brazil, 1; Argentine Republic, 3; Uruguay, 1. Asia: ten institutions, viz.: China, 2; Indo-China (French Colony), 1; India, 3; Japan, 4. Oceanica: six institutions, viz.: Australia, 5; New Zealand, 1. The total number of institutions for deaf-mutes throughout the world was, therefore, 549; and the approximate number of deaf-mutes (taking an average of 7.4 to every 10,000 of population) was as follows: Africa, 96,200; America, 107,300; Asia, 606,800; Europe, 307,566; Oceanica, 38,520; in all, 1,153,386.

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**Smaablad for Dofstumme** [Leaflets for Deaf-mutes]. Copenhagen, Denmark, November-December, 1901.

This number contains a biography (with portrait) of the eminent Danish painter Andreas Herman Hunaeus, born in

1816 and died in 1866. When only 1½ years old he lost his hearing entirely by a fall down a staircase. After having been educated at the Copenhagen Institution for deaf-mutes, he was apprenticed to a house-painter, but soon showed such signs of a decided artistic talent that he got a free place in the National Academy of Design. His paintings gained prizes at various Danish expositions, and especially as a portrait painter he occupies a high rank. His paintings are more than 500 in number, his last work being a portrait of Princess Dagmar, the present Dowager Empress of Russia. Hunaeus is another shining example of what deaf-mutes can accomplish in the realm of art. As usual this journal gives an account of former scholars of the Danish institutions for deaf-mutes and thus forms a bond of union among them. Many a former scholar may have pleasant remembrances of some of his fellow students, and may wonder what has become of them in after life. The "Leaflets" keep track of most of them, as far as possible, and by looking over its files he may learn the whereabouts of former friends and school companions.

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**Die Kinderfehler** [The Defects of Children], a Journal specially devoted to pedagogical pathology. Langensalza, Germany, Vol. 6, No. 6.

"Disappointed Expectations; thoughts of an educator regarding the inner (soul) life of children" (concluded), by Prof. Fornelli—translation from the Italian. "Report of the meeting, at Jena, in August, 1901, of the Association for studying the life of children in health and sickness" (concluded), by Dr. Strohmeier and W. Stuckenberg. "Progress in the education of teachers," by Ufer. "The Brussels Association for the protection of children suffering from some defect of the senses," by W. Stuckenberg. "An international association for the study of epilepsy and the care and treatment of epileptic persons"—a brief account of the first meeting of this Association at Washington, May 15th and 16th, 1901. "Carrying out the new Prussian law of care and education," by J. Trüper. The law aims at

giving proper care and education to neglected children. "Results of Reformatory-education." "A book for our readers," by Ufer—a short preliminary notice [a fuller notice will be given in a future number] of an important work by Dr. Demoor of Brussels, Belgium, entitled: "Children suffering from some defect and their educational treatment in the home and in the school." Reviews of recent works.

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**Exposition Universelle de 1900. Congres International pour l'etude des Questions d'education et d'assistance des Sourds Muets, tenu a Paris, des 6 au 8 Aout, 1900** [World Exposition of 1900. International Congress for the study of questions relating to the education and assistance of deaf-mutes, held at Paris, from the 6th to the 8th of Aug., 1900]. Report of L'Educazione dei Sordomuti, translated (into French) by Jules Auffray. Followed by the minutes and official summaries by Dr. Martha, of Asnières, Seine, Departmental Institution for deaf-mutes. 1901.

The lamented Goguillot, who young in years but old in experience, has given us a masterly work upon the teaching of speech to the deaf, passed away several years ago. The "Revue Internationale" which was animated and sustained by him, he having collected about himself a valiant company of colleagues, outlived him only a short time. The "Revue Francaise" had also yielded to the power of inertia which usually invests so easily the isolated. It did seem as if the Oral method had no longer in France any courageous advocates, who with word and independent work should be a continual and salutary incitement to those having little faith in a method which must be practiced without rest and without retreat. One might name legions of valiant teachers who labor in silence, the quiet workers of the schools. But these forget the great teaching of the Master of teachers, who commanded us to show our good works to others.

It seemed, in short, as if one had no longer any right to expect the word of good tidings from France. But the year

1900 arrived. The International Congress which met in Paris, on the occasion of the World's Exhibition, revealed to us clearly that the faith in the Oral Method, far from being extinct, is steadily reviving by the work of the colleagues of Asnières. An unfortunate misunderstanding, caused certainly by personal spite, prevented many valiant and expert teachers from coming to Paris on that occasion. However the word and the work of the clever and valiant Baguer, the indefatigable director of the Institute of Asnières, served alone to animate for the good those who came, and to conduct the work of the Congress to a glorious end. No one could wish for a better success than that which it had, in closing with the confirmation of the votes given 20 years before at the memorable Congress of Milan.

All this seemed clearly exposed in the report which Prof. Ferreri published scarcely one month afterwards in his "Educazione dei Sordomuti." This report did not suffer diminution in its intrinsic and relative value, either in the publication of other particular reports, or of the official report published the past year. The deliberation, however, was good, of the Committee of Directors of the Institute of Asnières, to provide for the translation and reprinting of what had been written in the Italian periodical already mentioned. Praise is therefore due to Mr. Laurent Cily, the deserving President of that Committee, to the members of the general counsel, who approved the proposal, and to Mr. Jules Auffroy who translated with rare competence the thoughts of the Italians into French.

The result of all this is a fine volume just published at the Institut departemental d'Asnières, Seine. Here are the contents:

1. Report of the work of the Congress, by G. Ferreri.
2. An article upon the Congress, by C. Perini.
3. The Exhibition of 1900 and the Congress, by G. Ferreri.
4. The publications of the Institute of Asnières, by G. Ferreri.
5. A Medical Study of the Dr. Saint-Hilaire, by G. Ferreri.
6. The process of teaching, Dr. Julien Pioger, by G. Ferreri.



7. The Institute of Asnières, by G. Morbidi.
8. The Official Report of the proceedings, by Dr. Martha.
9. List of the delegates to the Congress.
10. General list of the members of the Congress.

The volume, in a splendid edition, is rendered still more interesting by a series of fine illustrations which represent the pupils of the Institute of Asnières in their school-rooms and at work.

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**Rassegna di Pedagogia e Igiene per l'Educazione dei Sordomuti** [Review of Pedagogy and Hygiene for the Education of the Deaf], Naples, Italy, September, October, 1901.

"The honors to Prof. P. Fornari," by E. Scuri, the Editor of this Review and Principal of the Royal Institute for the Deaf at Naples. In this article is given the particular account of the ceremony which took place on the 6th of October, in Milan, for the presentation of a Gold Medal to the celebrated Prof. Fornari. The initiative of this honor was taken by an old deaf pupil, G. Prettini, and the medal was coined by the public subscription of the colleagues, friends, and pupils of the great teacher. P. Fornari was a teacher of the deaf in the R. Institute of Milan for 35 years, and afterwards became principal and professor of the Normal School for training teachers, in the same institution. He was also one of the most valiant advocates of the Pure Oral Method. Among his innumerable publications on the popular education, and on the instruction of the deaf, "The Proceedings of the Second International Congress at Milan" (1880) is of great importance. P. Fornari was the General Secretary of that Congress. The defective organization of the Italian schools for the deaf obliged Prof. Fornari to retire before his time from the active field of the education of the deaf, but he continues fearlessly with his pen the struggle towards the high ideal, which is the reform and the progress of the schools for the deaf. The gold medal, which was offered to Prof. Fornari, has on one side the image of the master; on the other side is engraved the fol-

lowing inscription: To Pascal Fornari—well merited advocate—for the education of the people—for 35 years—an active teacher of the poor deaf—an example—of liberty, of doctrine, of activity—offered by—his colleagues, pupils, friends, and admirers—MCMI. “The question of the R. Institute of Rome,” is still the subject of several articles by E. Scuri, P. Fornari, and G. Ferreri. This subject is of the greatest importance to the Italian organization of the schools for the deaf. It has happened too often that the committees of the Institutions, as well as the Government, place as president men who have never engaged in, nor been interested in the education of the deaf. This was the case in the last election for the President of the Royal Institute of Rome, an election which was strongly opposed by the above mentioned writers who are the principal representatives of the Association of the Italian Teachers of the Deaf. This wearisome polemic was one of the reasons why the Italian periodical “L’Educazione dei Sordomuti” was obliged to cease its publication. “Upon Public Examinations,” by E. Vanui. “Elementary Language,” by the Hermit of Maggiate. Under this strange title we recognize P. Fornari, who from his home at Maggiate (near Novara) sends his wise counsel on the very interesting subject of the teaching of language to deaf children; “For the Deaf of Sicily,” by F. De Grazia Crapani; Necrology of Pasquale Cardo, the late Principal of the Institution of the Deaf at Molfetta (Bari), is written with great affection by E. Scuri. “Bibliography,” by E. Scuri and Lazzerotti. Among the various notices we read that the Minister of Public Instruction has appointed Prof. Scuri to arrange a plan of reform in regard to the compulsory instruction of the deaf in Italy.

The December number of this Review presents the following:

1. “The Pedagogical and Social Problem of the Italian Deaf-Mutes,” by E. Scuri, is the title of the beginning of a study on the conditions of the Italian deaf and the legal organization of their instruction. The Minister of Public Instruction, Hon. Nasi, charged Prof. Scuri to prepare a plan of reform, and Prof. Scuri went to Rome for this purpose, in order to examine the different schemes which had been presented to the Ministry

since 1872. He found that none of these schemes can be applied. In the present article Prof. Scuri explains the ideas upon which he intends to base the new program.

11. "The Education of the Deaf Abroad. Impressions and Comparisons," by G. Ferreri. The author gives the first part of his Report on the Education of the Deaf in those countries which he has been visiting since last September. In this article he gives an interesting account of his visit to the Institute of Frankfurt and of the special attention which is given at that school to the accent of the word. On this subject the following points are noticeable: "In general it is the lack of a just accent which makes the word of deaf speakers so little intelligible, and the same occurs in the speech of every person who by nature, or from habit, speaks only in one tone. In our case it is not only a question of the tonical accent of the word, but of the intonation of the speech. This is so true that monotony is rarely noticeable in single words. And it is indeed the same phenomenon which we regret in the results of the oral method. Our pupils, in fact speak better and clearer in the first classes than in the last ones.....The intelligibility of the word is not in direct relation with the exactness of the physiological alphabet, but with the intonation of the speech. For this reason it is not easy to observe some defects in the speech of normal persons themselves. They have many times small defects, often limited to one or two sounds of the alphabet, or to the quality of the voice, but all these things remain unobserved if the accent is regular and the speech is alive.....In the speech of the deaf all the smallest defects are evident, because the lack of intonation, which is the principal acoustic figure, renders the perception of the details clearer and more noticeable.....They pronounce with mathematical exactness all the sounds of the word in their correct individual and absolute value, but owing to the lack of the necessary reciprocal and relative influence of the sounds, the just intonation is lost, which would render the speech intelligible, although less perfect in its details. In our schools we do not pay great attention to this. But it is, indeed, to this point that the efforts of the teachers must be directed, if they wish to improve the speech of the deaf."

**Enseignement pratique de la langue française. Notions graduées de grammaire et de style à l'usage des Institutions de Sourd-Muets dirigées par les Frères de Saint-Gabriel.. Partie du Maître** [Practical teaching of the French language. Graduated exercises in grammar and style for the Institutions of the Deaf under the direction of the Frères de Saint-Gabriel. Book for the Teacher.] Currière. 1900.

This is a fine volume of 485 pages, which contains a great quantity of lessons and tasks for the pupils grouped according to the ideological teaching of the language. The book is divided into 28 chapters. There are given brief but clear and well ordered notions about the grammar, the parts of speech, the construction of sentences, the order and graduation of the ideas, and on the style suitable for the various forms of composition. Although the teaching of the deaf is continually subjected to the unexpected, nevertheless it frequently happens that it is necessary to set in order the matter taught, or to give to the teaching a regular movement, according to the grammar, or to the natural class practice of the things explained. In this volume the teacher finds a good guide and a good method to develop the practical teaching of the language, and to guide his pupils to take an active part in conversation upon the different subjects studied in the school or outside, and at the same time to co-operate strongly in the development of their own intelligence. The method is based on the motto "la répétition est l'ame de l'instruction" (repetition is the soul of instruction), and we will add that repetition is the most efficacious argument, especially in a school for the deaf.

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**Enseignement logique de la langue française aux sourds-muets.** [Logical Teaching of the French language to Deaf-Mutes], Institut des Frères de Saint-Gabriel. 3 vols.

These books are the continuation of the preceding volume. While that is a guide for the teacher, these are dedicated to the pupils. Nevertheless in these books also the teacher can find a kind of guide for his teaching, not only in each lesson prepared

for the pupils, but also in the general and theoretical out-look, given in the preface of each volume. We think that all this French method is useful for every teacher of the deaf.

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**Memoria leida el dia 15 de Diciembre de 1901 en el** solemne acto de la distribucion de premios á los alumnos del Colegio de Sordomudos y de Ciegos de Valencia [Annual Report of the Secretary of the Institution for the Deaf and Blind at Valencia, Spain]. 1901.

The Secretary of the Committee, Mr. Ed. Sans Bremon, reports that the efforts made in order to give a vigorous life to this Institution have succeeded very well. He attributes this success to the work of the teachers and of the Principal, and gives a proof of the growth of the Institution, relating how during the last year the number of the pupils had grown from 98 to 120. The Institution has received several contributions for the building. The Report contains a list of the names of those who have contributed toward the debt remaining on the building. They hope next year to have paid it all. The financial condition of the Institute has also allowed an increase in the number of teachers and assistants. The Institute of Valencia, like all others in Spain, is mixed, that is, a boarding and day school together. In regard to the teaching, no reform has been applied, as the programs of the preceding years corresponded well with the aim of the school. All the pupils, and especially the boarding pupils, attend many religious exercises.

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**Le Messenger de l'Abbe de l'Epee** [Abbe de l'Epee's Messenger], published by the Abbé Ed. Rieffel at Currière, France, Vol. 33, Nos. 21, 22, November 1, 15, 1901.

These numbers contain accounts of the celebration of various festivals, religious and secular, which are so numerous especially in the southern countries of Europe, and bring a good deal of sunshine into the monotonous life of toil of the lower classes, also continuations of various stories, such as the "Deaf-mute Robinson Crusoe," "Simon the Raggatherer," and num-

erous anecdotes. Abbé Rieffel evidently understands the art of making a journal with the most pronounced religious tendency, at the same time bright, and entertaining for all classes of readers.

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**De Doves Blad** [Journal for deaf-mutes], Christiania, Norway, October, November, and December, 1901.

Besides the usual articles of an edifying character, these numbers contain the following: "A warning against Nicholson's ear-drum skins," issued in German papers and signed by the Chief of Police at Berlin. It appears that during the year 1901 an advertisement was published extensively in continental papers, to the effect that a rich lady had donated a large sum to Nicholson's Institute, Langcote, Gunnersburg, London, W., in order that indigent deaf-mutes could be supplied with these "ear-drum skins" free of charge. It appears that a deaf-mute read this advertisement and wrote to the institute. In reply, he received a printed circular stating that it was absolutely necessary to use in connection with these skins a medicine which would be forwarded on the receipt of a sum equivalent to \$3.50. This money the deaf-mute sent, and in return received a package containing two so-called "ear-drum skins" and three bottles of medicine. The postage was 92 cents, so that the total cost was \$4.42. When these medicines were chemically analyzed, it was found that the one bottle contained a solution of glycerine in ether, the other a mixture of rice-flour, sugar, and some dried and pulverized vegetable matter, and the third a decoction of sarsaparilla. Each of these bottles of medicine could not possibly have cost more than 5 or 6 cents; and the "ear-drum skins" proved perfectly worthless. "Agricultural school for deaf-mutes." This school, so far, exists only on paper; but the promoter of the scheme, Mr. Boyesen, who relies on private benevolence for the realization of this plan, is working hard to collect the necessary funds; and there is reasonable hope that at no distant day such a school will be established in Norway. The Christmas number contains a view of Bethlehem, with the star of the wise men shining over it, and some other pretty Christ-

mas illustrations, amongst the rest, a little deaf girl sitting before a lighted Christmas tree, with her hands folded in prayer. The remaining part of this number is filled with short Christmas stories and poems.

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**Tidning for Dofstumma** [Journal for Deaf-mutes], Stockholm, Sweden, No. 6, 1901.

In this number the historical sketches of the Swedish Institutions for deaf-mutes are continued. This time a sketch (accompanied by a view of the building) of the Karlskrona Institution is given. This school intended for deaf-mutes in the southern provinces of Sweden, was founded in 1865, and from that year till the end of 1890 261 scholars have received instruction. The remaining portion of this number is taken up by miscellaneous articles and sketches of travel.

Contents of the December 15 number: The Prussian Law concerning the education of minors suffering from some defect of the senses, and its significance for the education of deaf-mutes," by Emil Ulbrich, a well written article, but only of local interest. "The fiftieth anniversary of the Institution for Deaf-mutes at Petershagen, in Westphalia, Prussia. Miscellaneous communications, reviews, and notices.

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**En storslagen Laroanstalt** [a grand educational institution], by Otto Salomon.

In this little pamphlet of seven pages, Mr. Salomon gives a sketch of the Wenersborg institution in Sweden, stating at the very beginning that he is not going to describe an institution possessing vast palatial buildings, with numberless recitation rooms, and a course of instruction covering nearly every branch of human knowledge. Nothing of the kind; but what Mr. Salomon admires in the Wenersborg Institution is the spirit of charity which founded it, the liberality with which, in spite of innumerable difficulties, it has been supported, and the love of our fellow beings which has found a tangible and glorious expression. A special feature of this admirably managed institution is the "Home for Blind Deaf-mutes."

**Tidskrift for Dofstumma** [Journal for Deaf-mutes], Borga, Finland, Vol. V, No. 33-44, January-December, 1901.

This Journal is published ten times a year, at Borga, Finland, in the Swedish language. We are glad to welcome it for the first time among our exchanges; and as we have the whole year's publication before us, we are enabled to get a good idea of its objects and its scope. The first number contains a brief review of deaf-mute education in Finland during the year 1900. We learn from this review that in Finland there are eight schools for deaf-mutes, seven of which—at Uleaborg, Jakobstad, Abo, Borga, St. Michel, Knopio, and Jyvaskyla—are supported by the Government, and one—at Kurikka—by private benevolence. The number of scholars in all these schools during the year 1900 was about 500, and the number of teachers 58. There are in Finland quite a number of deaf-mute associations, for the discussion of subjects pertaining to the education of deaf-mutes, and for mutual improvement and aid. In June, 1900, these associations held a meeting at Helsingfors, attended by about 200 persons, which through its earnest discussion of live subjects attracted a good deal of attention throughout the country, and led to the formation of a general Finnish Deaf-mute Association.

That this journal endeavors to benefit, instruct, and amuse all classes of readers is evident from a glance at this year's numbers. A well written explanation of the petitions of the Lord's Prayer extends throughout the year, as well as a translation of the famous Russian novelist, Ivan Turgenjèw's novel "Mumu." There are sketches of travel and brief notices regarding the progress of deaf-mute education at home and abroad. The journal contains no heavy scientific articles, but is in every sense of the word a popular journal.

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**Report of the Deaf-mute Association of Copenhagen, Denmark, for the year 1900-1901.**

This association is in a flourishing condition. It recently erected a Home for aged deaf-mutes—a view of which accompanies the Report. It is a fine building of seven stories afford-



ing ample room and comforts for the aged. The number of members is 619. The income of the association is derived from the dues paid regularly by each member, from legacies, and voluntary contributions. A certain sum is paid to each member in case of sickness, and in case of death a sum sufficient to insure a decent burial. Among the members are many prominent citizens of Copenhagen and other places in Denmark.

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**Les Sourds-Muets en Norvege [Deaf-mutes in Norway].**  
Professor Uchermann.

Through the courtesy of Mr. Lars A. Havstad we are informed that this work has been translated into French, thereby bringing it more readily within the reach of American teachers. It is in two volumes, and can be had from the publisher, Alb. Cummermeyer, bookseller, Christiania, Norway.

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**Deaf School News, Chefoo, China, Vol. III, No. 5.**

This very interesting publication, printed on rice-paper by mimeograph process, at the Chefoo school for the deaf, and sent out semi-occasionally to the friends of the school, contains in the present number the report of the Superintendent, Mrs. Annetta T. Mills. This report gives so clear a picture of the conditions surrounding the work Mrs. Mills is doing that we are sure our readers will be glad to have opportunity to peruse it. With the exception of the financial exhibit, the report is as follows:

“In sending out our financial statement for the last three years I wish especially to acknowledge God’s goodness to us, first, that we were able to obtain this beautiful site for the school home and to put up buildings that are so comfortable; second, that the health of the pupils has been good, and that they have all made fair progress; third, that the interest in the School has increased so that the yearly income has met the necessary expenses. Though there have been times when we

have been nearly at the end of our funds we have not been left long in anxiety but God has supplied us, often by gifts from quite unexpected sources; or we have been able in other ways, that no less evinced His care, to meet the need; fourth, that my native assistants have given such faithful, cheerful service, relieving me as far as possible of labor and responsibility, that I might give my time to work that they could not do; lastly and not least by any means, is the privilege of receiving so many friends in the school-room, whose kind words of appreciation have been both helpful and encouraging.

"We would like to thank, again, the friends who have remembered our needs—especially those in the home lands. We realize that it requires a good deal of faith to deny oneself, of perhaps necessary things, in order to carry on a work so far removed and so vague as this for the deaf in China. Our hearts grow tender as we think of little deaf children in Great Britain and America denying themselves for our sakes, and the money that comes is very precious.

"A little study of the appended financial statement will show that the local gifts have increased from \$20.00 in 1898, to over \$500.00 last year; and those from the Chinese from \$5.00 to over \$80.00. The income from the sale of photographs, candy, rent of rooms, etc., has given us a neat little sum of \$359.60. There was a decrease last year of over \$200.00 in the gifts from America, due probably to the unsettled state of affairs in this country. The expenses of two of the boys have been provided for by friends in China. The mortgage of \$5500.00 has been assumed by a friend at a much lower rate of interest, which saves the school a yearly sum of \$165.00, and is equal to a gift of that amount.

"Of the fourteen boys in attendance last year before the Boxers movement began only nine returned last autumn. Two new ones have been received, making our present number eleven. There has been no regular trade taught but several of the boys help with the printing and toning of the photographs, which trains both eye and hand.

"In looking forward into the future, the needs of the school are very definite. First, we want to pay off the mortgage; then

we must have a dormitory for twenty boys, so that we can send an invitation to the parents of the sixty deaf boys, that we know about, to bring their children to school. Twenty will probably come—possibly more. We would like to do this next autumn.

“The most important thing to be planned for, however, is the continuity of the work. I must return to America in the spring of 1903, and wish to remain there two years. I do not know of anyone in China, who has had experience in this line of teaching, who is free to step in and help us. If there are any such I shall be glad to correspond with them. If workers are to come from the homeland they should do so very soon, in order to get a good start in the Chinese language before they have to take charge. I should like that special prayer be offered, that we may be divinely guided in this very important matter. I would be willing, for the sake of the work, to give the school permanently into the hands of any competent teacher of the deaf who would make it his life work. There will be some place for me when I wish to return. I have often wished that I could be multiplied by ten, for I see so much work to be done. So I do not fear to have my place here supplanted, for I can find another.

“If a gentleman and his wife, both trained teachers of the deaf, could come they would find a wide field and great possibilities before them. The boys’ school should be enlarged, and a department for girls opened under the care of the lady, and trades should be taught in each. There would be many opportunities for evangelistic work among the friends of the pupils, which might be far-reaching in its results. Then there may come, in the near future, the opportunity of training native teachers, who will open schools in other parts of the Empire. We cannot hope for this right away, but it is sure to come in time.

“But to do all this we need a good active Committee in the home-land. Mr. John Nasmith of Toronto, Canada, has expressed his willingness to act on such a Committee. He has seen the School and knows all the conditions under which it works. The argument has been made against such a Committee on the ground that its members would be separated by so great distances that it would be nearly impossible to have business meetings; but there are societies already formed for the advance-

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ment of deaf-mute education, that have annual meetings. One of these societies might be willing to add another duty to those already assumed, and so aid this class of our brothers and sisters. Their work would be much like that of our Foreign Mission Boards, viz., to interest people, see that the financial needs are met, provide for the continuity of the work, and give confidence to the public that their gifts will be used for the purpose designated. They would hardly be expected to legislate on the administration of the affairs of the school. That duty would belong to the local Committee. Such a Committee seems practicable, and without it the worker is handicapped and bears too heavy a responsibility. The condition of the country, while it is not all that we could wish, is such that missionary work may be pushed with confidence, especially in this Province of Shantung."

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**American Annals of the Deaf**, Washington, D. C., January, 1902.

The first article of this number of the Annals is a description of "The New Buildings of the Western Pennsylvania Institution," by Mrs. Wm. N. Burt. The article is fully illustrated and the description is in careful detail, making it of especial value to those wishing to refer to it in working up plans for similar buildings.

"Understanding *versus* Expression," by William A. Caldwell. Mr. Caldwell in this article expresses the conviction that in all the systems of instructing the deaf the tendency has been to direct effort too exclusively to teaching expression and not enough to the development of the understanding. In other words, the effort is made to teach the deaf to *write* well or correctly, rather than to *read* easily and understandingly. This it is urged results in one-sided development, and moreover a surplus development in the direction where it will be of least practical value. The article presents a number of ingenious tests and exercises designed to develop the reading power, or the power to understand, which will be suggestive and helpful to teachers desiring to reach the result at which they aim.

"Machinery as a factor in teaching the deaf," by A. J. Godwin. In this article the writer, himself an expert in the use of all printing machinery, holds that the deaf can manipulate all kinds of machinery in the office including the linotype, and also the various machines used in other trades; and he urges that the deaf need only the opportunity to learn to handle machines used in the trades, to become skilled in their use.

In the next paper Mr. Peter N. Peterson makes "A Plea for more Technical Language in the Schoolroom," urging that closer and more intimate relations should exist between the literary and industrial departments of our schools with it in view that the technical language of the trades shall be systematically and thoroughly taught by giving time and place to it in the regular school-work. There can be no good reason why the two departments of our schools should not co-operate and co-ordinate in the manner and to the extent suggested in the paper, for only the best results could flow from such a union of forces and interests.

Mr. Giulio Ferreri, now of Washington, but recently of Siena, Italy, gives us "Another word about the battle of methods," which is a reply to an article on the same subject in the November Annals. Mr. Ferreri has since coming to this country visited a number of schools in New York, Philadelphia, and Washington, and from his observations as so far made he expresses it as his conviction "that the future is for oral teaching." Still he has much to say in favor of the combined system, or rather as he puts it, of *a* combined system. Thus, while himself "a convinced and experienced oralist," and while contending for the oral method as the best for the elementary education of the deaf, he sees advantages in the employment of a combined system for their secondary and higher education. Gallaudet College is cited as an example of the successful giving of a higher education by means of a combined system, and the writer notes that the warmest advocates of the combined system that he has met in America are in Gallaudet College. Favoring as he does a combined system for purposes of a higher education, the particular form or combination approved of assumes interest, and this is found to be that form employing the manual alphabet

and writing as the principal means of instruction. The article is an interesting one from every point of view as giving the first impressions of an intelligent and observant foreigner.

"Trying the use of the Akoulalion," by Mabel Ellery Adams. This is the most satisfactory report as to tests with the new hearing instrument we have yet seen, and this because it is an accurate account of every step of procedure in the experiments made, and given by a teacher who understands the significance and bearing of every incident developed in the progress of the tests. The subject of the experiments is a boy, pronounced absolutely deaf by the aurists, yet evidently with enough hearing to recognize certain sounds. Miss Adams says of the results obtained, "that the experiment has not gone far enough yet to show anything except the one fact that the child does hear or receive some sensation different from anything which he receives without the instrument." It may be hoped that further account of the work will be given.

Mr. William Wade in "Prints for the Deaf-Blind," makes a change in the position heretofore held by him that the "Moon" print should be learned first by the deaf-blind, because it is the easiest to learn. He now holds that the "Point" system should be first used, because it is the one most readily written, and it is a decided gain for the pupil to be able to write what is taught him, and then read it as fast as written.

"The World's Fair at St. Louis in 1903," by E. M. Gallaudet, is published elsewhere in this issue.

"Tabular Statement of American Schools for the Deaf, November 10, 1901," with accompanying matter, by the editor, is the usual annual statistical compilation published by the *Annals*. Editorial review of the tables is made elsewhere. The feature, a new one, of a complete list of American instructors of the deaf, is a most valuable one, and we believe we but give voice to a general wish of the profession that it may be a permanent one, appearing hereafter annually in connection with the tables.

"A Reply to the Review of Farrar's 'Arnold on the Education of the Deaf,'" is a reply by Mr. A. Farrar, Jr., to certain

criticisms made upon his book in a review of it in the November, 1901, *Annals*.

"School Items," and "Miscellaneous" complete the number.

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1. **The Public School for Deaf at Trondhjem, Norway; 2. the Public School for Deaf at Gløshaugen, Norway.** Two reports of institutions for deaf-mutes in the Scandinavian countries for the year 1900-1901.

The Trondhjem School had 72 scholars, and the one at Gløshaugen 45. Besides the regular studies, instruction was given in wood carving, shoemaking, and tailoring.

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### **Reports Received.**

1. Report for the 48th year, 1900-1901, of the Deaf-Mute Institution at Rotterdam, the Netherlands. During the year 147 deaf-mutes were instructed.

2. Thirteenth Report of the Society "Effatha," having its seat at Dordrecht, the Netherlands, for promoting the Christian education and instruction of deaf-mute and blind children. Although the institution maintained by this society is located at Dordrecht (number of scholars in 1901: 25), its members are scattered through all portions of the Netherlands.

3. Report for 1900-1901 of the Holmestrand (Norway) public school for deaf-mutes. The number of scholars during the year was 53, distributed in six classes.

## EDITORIAL.

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### **The Teachers' Bureau**

The annual report of the General Secretary to the Board, presented at the December meeting, gave figures upon the teachers' bureau work of the office during the year that may not be uninteresting to the members generally of the Association. The number of persons making use of the office during the year was 83, of whom 56 were teachers, 20 were principals of schools, and 7 were parents of deaf children. In the correspondence of the office, 14 per cent. of the communications received—184 in all—and 10.4 per cent. of the communications sent out—256 in all—related to the agency work. Just how many of the 56 teachers secured positions through the office can not be told, but the fact that the year closed with but four teachers on the list still unemployed, and these of limited experience or training, suggests in some degree the amount of service rendered. The twenty schools and seven parents served made use of the office in cases two, three, and four times during the year.

The repeated calls for trained and experienced teachers and the difficulty of satisfactorily meeting the calls in not a few instances, was the chief embarrassment of the work, and it was most evident that the demand for such teachers is at present far in excess of the supply. It may be hoped that in the coming year more teachers of experience and with established records for successful work may place their names with the office, thus making it possible to meet oftener very urgent calls, and at the same time frequently to place such teachers not only in desirable positions, but in fields of work where their usefulness may be much enlarged.



**The Wisconsin  
Round-Table**

The meeting of the Wisconsin teachers of the deaf at Milwaukee as a Round Table,—a report of which is given elsewhere in this issue,—and the promise of similar meetings in the future in connection with the meeting of the State Teachers' Association, give evidence that the new order of things in Wisconsin means harmony and union of forces among the schools, friendly intercourse and the prevalence of a helpful and sympathetic spirit among the teachers, and earnest and aggressive activity generally along practical and progressive educational lines. To State Inspector W. D. Parker, who has recently been placed in supervisory charge of all the schools for the deaf of the state, is given the credit of arranging for the Round Table meeting, and he is to be congratulated, not only upon the success of this meeting, but also upon the evidence it affords of his own earnest determination to make his office an important factor in the work of the education of the deaf and a helpful force in its development and upbuilding. We predict that much good will result from the annual winter meetings of the Wisconsin Round Table.

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**The Oral Method  
and Manual  
Environment**

The following editorial expression—taken from the Lone Star Weekly, published at the Austin, Texas, school—upon the disadvantages attending the practice of the oral method in a manual environment, is worthy the most careful reading and thoughtful consideration by all earnest students of present educational methods and conditions in this country. It is in its substance a frank statement of the handicap with which, in the nature of the case, oral teaching must contend when surrounded by the influences and the machinery of manual methods—the latter in visible and constant operation. The editor is also the principal of his school, one of the largest combined schools of the country, with over half its pupils taught by speech methods, he therefore speaks with full knowledge of the conditions he describes. Besides this, he is a close student, a careful observer, and thoroughly competent from long and varied experience to pass upon the subject, and that he presents a clear and exact picture of

the situation and conditions described will scarcely be gainsaid. That all will agree with him in all his contentions, is not to be expected; the points are too vital for that; but there is little doubt that he gives voice to a general feeling and a more or less common thought in the minds of Principals of combined system schools in this country today. The editorial speaks for itself upon the question raised, and in the part that is of general application it is here presented:

“.....It would be rather going against probabilities to declare that even the best-conducted of our combined-system schools, in which the oral pupils mingle freely with the manual pupils and the prevailing means of communication is manual, are as successful in speech teaching as the best of our oral schools, in which the prevailing medium of communication, out of the class-room as well as in it, is spoken language. It would not be reasonable to expect it, and the sooner those who make such a claim cease doing so the better for all concerned. It is a question in our mind, and has been for some years, whether under present conditions much of the effort toward teaching speech in combined-system schools is not practically thrown away. They are doing the very best they can under the circumstances—most of them at least—but they are laboring against untoward conditions. Is it possible to give our pupils practical speech in an atmosphere that is manual? Will their speech ever be anything but the result of a process of translation where the customary medium of communication is manual, tending constantly to a habit of molding the thought in the forms of pantomimic or gesture expression? These are questions confronting us with an insistence that we can not evade, and they are questions that every conscientious person must sooner or later frankly ask himself and decide. That our American schools will ever become exclusively oral we do not believe. Years of actual experience in teaching speech to deaf children and most intimate contact with many oral pupils of all grades and varieties of intellect, besides careful observation of the methods and results of well-trained, energetic, painstaking, resourceful teachers convinces us that universal speech for the deaf is a will-o'-the wisp. The problem then resolves itself into this: Shall we go on as we have done, allowing the pupils of our manual and oral departments to mingle freely in chapel, dormitory, dining-room, work and play, or shall we separate them entirely, preventing as much as possible contact between them, making, in a word, the two departments practically two distinct schools? Were this done and manual means of communication rigidly excluded from the

oral department, would the gain in verbal language and, per consequence, in the command of idiomatic English, compensate the pupils for the loss of pleasure and of the most impressive moral and religious training possible, that attainable through the medium of signs and dactylology in chapel? This is a question that most conscientious educators of the deaf are seriously asking themselves and one that by no means all have settled. If they ever settle it in the affirmative the result will not be hard to foresee, and the desired end will soon be an accomplished fact."

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**Letter of  
Helen Keller**

We feel that we but share a pleasure with REVIEW readers in presenting the following letter from Helen Keller to Rev. E. E. Hale, D. D., and read by him at the memorial exercises held in Fremont Temple, Boston, upon the occasion of the commemoration of the hundredth birthday of Dr. Howe, founder of Perkins Institution for the Blind:

*My Dear Dr. Hale:* My teacher and I expect to be present at the meeting tomorrow in commemoration of the one hundredth anniversary of Dr. Howe's birth. I am writing now to tell you that I hope you will express the heartfelt gratitude of those who owe their education, their opportunities, their happiness to him who opened the eyes of the blind and gave the dumb lip language.

Sitting here in my study, surrounded by my books, enjoying the sweet and intimate companionship of the great and the wise, I am trying to realize what my life might have been if Dr. Howe had failed in the great task God gave him to perform. If he had not taken upon himself the responsibility of Laura Bridgman's education and led her out of the pit of Acheron back to her human inheritance, should I be a sophomore at Radcliffe College today—who can say? But it is idle to speculate about what might have been in connection with Dr. Howe's great achievement.

I think only those who have escaped that death-in-life existence from which Laura Bridgman was rescued can realize how isolated, how shrouded in darkness, how cramped by its own impotency is a soul without thought or faith or hope. Words are powerless to describe the desolation of that prison house, or the joy of the soul that is delivered out of its captivity. When we compare the needs and helplessness of the blind before Dr. Howe began his work, with their present usefulness and independence,

we realize that great things have been done in our midst. What if physical conditions have built up high walls about us? Thanks to our friend and helper, our world lies upward; the length and breadth and sweep of the heavens are ours!

It is pleasant to think that Dr. Howe's noble deeds will receive their due tribute of affection and gratitude, in the city which was the scene of his great labors and splendid victories for humanity.

With kind greetings, in which my teacher joins me, I am affectionately your friend,

Cambridge, Nov. 10.

HELEN KELLER.

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## PROPOSED SUMMER SCHOOL FOR THE TRAINING OF ARTICULATION TEACHERS.

The Board of Directors of The American Association to Promote the Teaching of Speech to the Deaf decided at its annual meeting held in Washington, D. C., Dec. 28, 1901, to undertake the establishment and maintenance of a summer school of training for teachers of the deaf, to begin the coming summer, provided a sufficient number of persons to warrant its opening should signify in advance their desire to avail themselves of the privilege of attending such a school.

The purpose of the school will be to give instruction and training in oral methods of teaching the deaf. All teachers of the deaf, of at least one year's experience, and all parents and relatives of deaf children desiring to avail themselves of its benefits, will be eligible to membership, under such rules and regulations as may be prescribed by the Committee in charge. If applicants present themselves in sufficient numbers to warrant it, separate courses will be provided for those who have had previous experience in oral work and for those who have not, each class to be under the care of trained instructors.

The Committee may state at this time that a central and convenient location for the school has been decided upon at Chautauqua, N. Y.; that an experienced and thoroughly competent staff of lecturers and teachers is being selected; that a full and complete course of study and work is in course of preparation at the hands of experienced and skillful instructors, and

that the estimated cost of board to students will be from six to eight dollars per week, and for tuition not more than forty dollars for the full course of six weeks.

The Committee in charge, however, do not feel warranted in proceeding further with the project without some more definite information as to possible attendance than they now possess, and therefore request that all persons desiring to take the course shall signify their intention to do so to Mr. F. W. Booth, General Secretary, 7342 Rural Lane, Mount Airy, Philadelphia, on or before March 31st next. As soon as a sufficient number of names has been received, further and more definite steps in the way of organization will be taken by the Committee, of which due notice will be made to all interested in the establishment of the school.

A. L. E. CROUTER, *Chairman*,  
ALEXANDER GRAHAM BELL,  
CAROLINE A. YALE,  
SARAH FULLER,

*Committee in charge of the Summer School.*

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#### **Nominations to Membership**

The request sent out by the President of the Association in December to the members, that each one make nomination of at least one other person for membership, met with a most gratifying response and brought an unexpectedly large number of nominations. Most of these nominations—those received up to and including January 15—have been acted upon by the Board, and, as the list published elsewhere shows, the membership of the Association has through them been materially enlarged. This is in the extreme encouraging, for it is recognized that other things being equal the strength of an association and the amount of good that it can accomplish is in direct proportion to the size of its membership body.

The nominations received since January 15 will be acted upon soon, and elections will be noted in the coming April number of the REVIEW. In the meantime it may be stated nominations to membership are always welcomed, and they will be received and acted upon sent in at any time during the year.

## THE ANNALS STATISTICS.

The American Annals of the Deaf for January, 1902, (Vol. XLVII, pp. 50 to 66), presents its annual tables of statistics concerning the pupils and teachers in American Schools for the Deaf present Nov. 10, 1901. The number of schools increased from 115 in 1900 to 118 in 1901, an addition of three; and the total number of pupils increased from 10,608 in 1900, to 11,028 in 1901, an addition of 420, or very nearly 4 per cent.

The number of pupils taught speech increased from 6,687 in 1900, to 6,988 in 1901, an addition of 301, or 4.5 per cent. The number of pupils taught wholly or chiefly by the oral method increased from 4,538 in 1900, to 5,147 in 1901, an addition of 609, or 13.4 per cent.

The number of academic teachers increased from 1,010 in 1900, to 1,027, an addition of 17, or 1.7 per cent; and of all teachers including industrial teachers, from 1,353 in 1900, to 1,385 in 1901, an addition of 32, or 2.4 per cent. The number of articulation teachers increased from 588 in 1900, to 641 in 1901, an addition of 53, or 9 per cent. The articulation teachers of the country now comprise 62.4 per cent. of the entire number of academic teachers employed.

A closer comparison of increases is interesting. While the total number of pupils increased by 420, the number taught speech increased by 301, and the number taught wholly or chiefly by speech by 609, the latter increase being considerably larger than the increase in pupils.

The significance of these differences may be assumed to be that in the shifting of school population the pupils going out from the school every year—numbering approximately 1,400 to 1,600—are in large portion from manually taught classes, while the new pupils coming into the schools at the commencement of each term—approximately 1,800 to 2,000 in number—are being placed in larger proportion than ever before under oral instruction.

The following tables giving the footings of the Annals tables for the years from 1893 to 1901 inclusive, with percentages computed from them, are presented to show the extent and character of the changes that are taking place in the work of

speech-teaching in American schools. (See also tables published in the ASSOCIATION REVIEW, June, 1901, Vol. III, p. 281 and p. 291.)

**SCHOOLS FOR THE DEAF IN THE UNITED STATES.**  
Statistics from the *Annals*.

A, taught speech ; B, taught wholly or chiefly by the Oral Method; C, taught wholly or chiefly by the Auricular Method.

**INSTRUCTORS OF THE DEAF IN THE UNITED STATES.**  
Statistics from the *Annals*.

Year	Not including Industrial Teachers			Including Industrial Teachers		
	Total Teachers	Articulation Teachers		Total Teachers	Articulation Teachers	
		Number	Percentage		Number	Percentage
1893.....	763	331	43.3%	.....	.....	.....
1894.....	784	372	47.4%	.....	.....	.....
1895.....	835	397	47.5%	.....	.....	.....
1896.....	879	427	48.6%	.....	.....	.....
1897.....	928	457	52.5%	1186	487	41.0%
1898.....	949	530	55.8%	1253	530	42.3%
1899.....	986	531	53.9%	1309	561	42.9%
1900.....	1010	588	58.2%	1353	588	43.5%
1901.....	1027	641	62.4%	1385	641	46.3%

Four new schools are noted by the *Annals*, located at Rock Island, Ill., San Francisco, Cal., Bay City, Mich., and Saginaw, Mich. One school, located at Derinda, Ill., is omitted, having been discontinued.

The foregoing tables are in the direction and measure of the changes that they show, illustrated in the following diagrams:

**SPEECH STATISTICS FROM THE ANNALS GRAPHICALLY SHOWN.**

Percentage of Pupils Taught  
Speech.

Percentage of Academic Instruct-  
ors who are Articulation Teachers.

1893

1894  
1895  
1896  
1897  
1898  
1899  
1900  
1901

Pupils (A) taught speech; (B) taught wholly or chiefly by the oral method; (C) taught wholly or chiefly by the auricular method.

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A limited number of bound volumes of the REVIEW is offered to Institutions at the following rates: For Vol. I, bound in cloth, \$1.00; for Vol. II, bound in cloth, \$2.00. For prices of other publications of the Association, see advertisement in this number. In order that these latter publications may be placed in the hands of all members of the Association who may not have them, the prices have been reduced to amounts covering little more than postage, and entire sets are offered at \$2.00 per set.



## THE SUMMER MEETING AND THE SUMMER SCHOOL.

The Committee in charge of the arrangements for the Seventh Summer Meeting of the American Association to Promote the Teaching of Speech to the Deaf, has appointed Chautauqua, New York, as the place of meeting. The dates have not been definitely selected, but it may be expected that the meeting will be held in and extend through the last week in June.

It is unnecessary here and at this time to speak of the advantages afforded by Chautauqua as a place of meeting, for those who were in attendance at the Association meeting of 1894, held at Chautauqua, have full knowledge of them, and all others may be assured that no better meeting place, all things considered, could be chosen.

Awaiting formal and detailed announcements from the Committee, it may be stated that the arrangements with the Chautauqua Assembly permit of the use, by the Association, of the Assembly grounds and of such buildings as may be needed, and that admission to the grounds, as well as to all general lectures and meetings held on the grounds, will be granted free to all active members of the Association showing their membership card (the Treasurer's receipt showing annual dues paid for the current year) at the gate. Boarding facilities exist in abundance upon the grounds, and any information desired in regard to boarding places and prices of board may be obtained by addressing the Secretary of the Chautauqua Assembly, Chautauqua, New York. The Association headquarters will be established at the Athenaeum Hotel. The usual reduced railroad rates of a fare and a third for the round trip will be granted members.

It is expected that the Summer School will be held in the same place as the Summer Meeting and immediately following it. The Committee in charge of the arrangements for the school issues a statement, printed elsewhere in this number, which is of especial importance on account of the request it contains, and attention is directed to this statement. It will be necessary before further steps are taken looking to the perfecting of the ar-

rangements for the Summer School for the Committee to have assurance that a sufficient number of persons stand ready to enter the school for the purpose of pursuing the course of study and training that it will provide. At this stage of the proceedings the entire question of the establishment of the school hinges upon the securing of this assurance, and so it is of the utmost importance that persons expecting to take the course give early information of the fact in accordance with the directions of the Committee. It now remains for those engaged in the work to determine the question whether a summer school of training for teachers of the deaf shall be established this coming summer or not. We most sincerely hope that a sufficient number will make application for admission to the school to justify its opening and that announcement may soon be made that the establishment of the school is assured.

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#### THE ANNUAL MEETING OF THE BOARD.

The annual meeting of the Board of Directors of the American Association to Promote the Teaching of Speech to the Deaf, was held on December 28, 1901, at Washington, D. C., at the residence of President A. Graham Bell. The meeting was called to order at 11 o'clock a. m., President Bell in the chair. There were present the following members of the Board: A. Graham Bell, President; A. L. E. Crouter, Vice-President; Z. F. Westervelt, Secretary; Edmund Lyon, Mrs. Gardiner G. Hubbard, Miss Sarah Fuller; also F. W. Booth, General Secretary and Treasurer.

Action was taken upon the death of Dr. Philip G. Gillett, a member of the Board, in the adoption of the following testimonial and resolution:

Dr. Philip G. Gillett died at his home in Jacksonville, Illinois, October 2nd, 1901. Dr. Gillett was elected a member of the Board of Directors of the American Association to Promote the Teaching of Speech to the Deaf, at the Board's first meeting and was thereafter continued on the Board by successive elections until the time of his death. He also filled the office of President of the Association from July, 1893, to March, 1899, in which position he labored zealously and efficiently. In this capacity he visited all the schools for the deaf in the United

States, and won friends for the cause wherever he went. This work, under the auspices of the Association, was in harmony with some of his early ideals, as he was among the first to take an interest in speech teaching. Throughout his long career as an educator of the deaf, he was ever on the alert for better aids and methods, and was unusually successful in discovering and adopting them. "He was one of those men to whom it is given to discern through the mists of custom and prejudice, something of the lineaments of absolute truth." Not only was he endowed with rare intellectual gifts, but he was possessed of a bright and genial nature, which sweetened all he did, and made him a heart to heart friend.

Perhaps no better characterization of Dr. Gillett can be found than the following verses from Whittier:

"Such was our friend, formed on the good old plan,  
A true and brave and downright honest man?  
His daily prayer far better understood  
In acts than words, was simply *doing good*."

It is not our purpose at this time to dwell upon his life's work, which is evidenced by enduring monuments, but rather to offer a tender tribute to the memory of our esteemed co-laborer and friend; it is therefore

*Resolved:* That this testimonial be placed on the records of the Association, and a copy thereof be forwarded to Mrs. Gillett.

The vacancy in the membership of the Board created by the death of Dr. Gillett, was filled by the election of Dr. Joseph C. Gordon, Superintendent of the Illinois School for the Deaf at Jacksonville.

The question was considered and the preliminary step taken looking to enlargement of the Board of Directors of the Association through amendment of the Constitution, notice of which amendment is to be presented at the annual meeting of the Association the coming summer.

The following amendment to the by-laws was enacted:

SECTION VI. Any associate or honorary member may become an active member by the annual payment of \$2.00.

The election of officers of the Board for the ensuing year resulted as follows: President, Alexander Graham Bell; 1st Vice-President, A. L. E. Crouter; 2nd Vice-President, Caroline A. Yale; Secretary, Z. F. Westervelt; Treasurer, F. W. Booth; Auditor, A. L. E. Crouter. The following standing Committees

were appointed: Executive Committee—A. Graham Bell, A. L. E. Crouter, Caroline A. Yale, Mrs. Gardiner G. Hubbard, Edmund Lyon, and the Secretary, Z. F. Westervelt, ex-officio. Finance Committee—Edmund Lyon, term expires in one year; A. L. E. Crouter, term expires in two years; Z. F. Westervelt, term expires in three years. Necrology Committee—Sarah Fuller and Mrs. Gardiner G. Hubbard.

A letter from Mr. S. G. Davidson, Chairman of the Committee on the model library, was read in which he recommended a revision and a republication of the catalogue of the library. It was voted that the Committee be continued and that the recommendation of the Chairman be carried out by the publication of the revised catalogue in the ASSOCIATION REVIEW and also in pamphlet form.

The Committee on the Summer School made report through its Chairman, Dr. A. L. E. Crouter, of progress upon the plans for the school. Miss Sarah Fuller was added to the Committee. Thus enlarged the Committee consists of Dr. A. L. E. Crouter, Chairman, Dr. A. Graham Bell, Miss Caroline A. Yale, and Miss Sarah Fuller.

Dr. Z. F. Westervelt, Mr. Richard O. Johnson, and Dr. J. C. Gordon were appointed a Committee on the Summer Meeting to be held the coming summer, with the duty of arranging for the place of meeting and preparing a programme.

The Board then adjourned to meet on Monday, December 30, at Albany, New York. This meeting was held and the annual report of the Secretary was formally filed with the Secretary of State in accordance with the requirements of statute.

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### THE N. E. A. MEETING AT MINNEAPOLIS.

The next meeting of the National Educational Association is appointed to be held at Minneapolis, July 7-11, 1902. Department XVI will have its usual programme and exercises, announcement of which will be made in due time. The officers of the Department this year are President, Alexander Graham Bell, Washington; Vice-President, Edward E. Allen, Philadelphia; Secretary, E. A. Gruver, New York.

## NEW MEMBERS.

The following persons have been elected to membership in the American Association to Promote the Teaching of Speech to the Deaf. The list includes those elected between the dates December 1, 1901, and January 15, 1902:

- Ahrens, Howard E., 821 Schuylkill Ave., Reading, Pa.  
Allen, Henrietta E., 98 N. Pine Ave., Albany, N. Y.  
Allen, Jessie B., Summit Ave., Eau Claire, Wis.  
Baer, Morris B., 15 Cortland St., New York, N. Y.  
Bamford, Lillian, School for the Deaf, Omaha, Neb.  
Bardeen, Judge Chas. V., Milwaukee, Wis.  
Bartoo, Dell, School for the Deaf, Jacksonville, Ill.  
Beardsley, Jessie, Gary, S. Dak.  
Beatty, Frances A., Doylestown, Pa.  
Beattie, Grace, School for the Deaf, Colorado Springs, Col.  
Bell, Clara L., School for the Deaf, Edgewood Park, Pa.  
Bell, Mary, Danville, Ky.  
Best, Fred. C., Wis. National Bank, Milwaukee, Wis.  
Bishop, Mrs. Mary W., 515 S. Bernard St., Spokane, Washington.  
Blackwell, Annie R., 37 Granada Road, Southsea, England.  
Bramford, Miss, 116 Eighteenth St., Milwaukee, Wis.  
Brown, Mary E. Penn. Avenue, corner Lexington, Pittsburg, Pa.  
Bruce, Mrs. G. H., Danville, Ky.  
Butler, Henry L., Boyer St., Mt. Airy, Philadelphia.  
Byam, Mrs. Mary S., Chelmsford, Mass.  
Carter, Clyde, School for the Deaf, Little Rock, Ark.  
Castle, Mrs. Rebekah H., 425 Sheridan Road, Waukegan, Ill.  
Champlin, Dr. Helen K., 662 Clarke Ave., Cleveland, Ohio.  
Chapin, Alma L., 65 Garden St., Hartford, Conn.  
Coburn, Alice, Delavan, Wis.  
Coffin, Mrs. F. S., Cuero, Texas.  
Conrey, N. P., Cal. Bank Building, Los Angeles, Cal.  
Crenshaw, Nathaniel B., Girard Trust B'd'g, Philadelphia.  
Crouch, Rev. John F., W. Mt. Pleasant Ave., Mt. Airy, Philadelphia.  
Cumtun, Dr. Don. M., 57 W. Fort St., Detroit, Michigan.  
Cuyler, T. DeWitt, Land Title B'd'g, Broad & Chestnut Sts., Phila.  
Daniels, Caroline S., Clarke School, Northampton, Mass.  
Dantzer, Rev. C. O., 11 Mason St., Rochester, N. Y.  
Davies, Mrs. C. F., 3757 Prairie Ave. Chicago, Ill.  
Dimmick, Ella J., School for the Deaf, Edgewood Park, Pa.  
Donald, Ida M., Sioux Falls, S. Dak.  
Donovan, Judge Joseph W., 32 Bagley Ave., Detroit, Mich.  
Donovan, Mrs. Joseph W., 32 Bagley Ave., Detroit, Mich.  
Downing, A. U., School for the Deaf, Edgewood Park, Pa.

Driggs, Frank M., School for the Deaf, Ogden, Utah.  
Driver, Wm. R., 125 Milk St., Boston, Mass.  
Dreyfuss, Miss, 74 E. Seventy-ninth St., New York, N. Y.  
Dunham, Mrs. Pearl, Moberly, Mo.  
Dustan, Gertrude L., Clarke School, Northampton, Mass.  
Eaton, Blanche B., Contocook, N. H.  
Eddy, Frances N., School for the Deaf, Ogden, Utah.  
Eddy, Mabel G., School for the Deaf, Indianapolis, Ind.  
Ehrich, L. R., Colorado Springs, Col.  
Ellsworth, William W., Union Square, New York, N. Y.  
Emerson, Grace M., 98 N. Pine Ave., Albany, N. Y.  
Euritt, Mrs. G. D., School for the Deaf, Staunton, Va.  
Ferguson, Fannie, Romney, W. Va.  
Finch, Marion, Sioux Falls, S. Dak.  
Firth, Emma M., Cor. 69th St. & Normal Ave., Chicago, Ill.  
Fish, Simeon G., Mystic, Conn.  
Flatley, Stella, River St., Eau Claire, Wis.  
Florence, Mrs., Marietta, Ga.  
Fornari, Prof. Gav. Pasquale, Borgomanero, (Novara), Italy.  
Foster, Alice S., 253 W. 76th St., New York, N. Y.  
Frankenheimer, Miss R., 23 W. Seventy-first St., New York, N. Y.  
French, Parmeal, Boise, Idaho.  
Frieschmann, Carl, Milwaukee, Wis.  
Gardner, Hannah, School for the Deaf, Appleton, Wis.  
Gantz, Mrs. Wm., Anchor, Ill.  
Gillman, Dr. R. W., 107 W. Fort St., Detroit, Michigan.  
Golden, Etta M., Marinette, Wis.  
Grossman, Gertrude H., 1328 Conn. Ave., Washington, D. C.  
Grosvenor, Edwin A., Amherst, Mass.  
Grosvenor, Melville Bell, 1331 Conn. Ave., Washington, D. C.  
Gruver, Rev. C. B., West Sand Lake, New York.  
Haeseler, Helen M., Mystic, Connecticut.  
Hammerslough, Julius, 830 Broadway, New York, N. Y.  
Hartz, Dr. Henry J., 27 Adams Ave. East, Detroit, Michigan.  
Hazard, F. R., Syracuse, N. Y.  
Hazard, Mrs. F. R., Syracuse, N. Y.  
Hendrickson, Dora P., Delavan, Wisconsin.  
Henry, Mabel, 112 W. Seventy-fifth St., New York, N. Y.  
Hill, Martha, School for the Deaf, Bay City, Mich.  
Hoge, Mrs. J. Hampton, Roanoke, Va.  
Holliday, George L., 28 Meridan St., Pittsburg, Pa.  
Holt, Ellerbe, Boulder, Mont.  
Hoyt, Julia E., 307 Woodland Place, Jacksonville, Ill.  
Humbert, I. S., School for the Deaf, Little Rock, Ark.  
Hynson, Mrs. Perry, 1465 E. Broad St., Columbus, Ohio.  
Jack, Cora, School for the Deaf, Omaha, Neb.

- James, C. D., Eureka Springs, Ark.  
Jayne, Henry LaBarre, 505 Chestnut St., Philadelphia.  
Johnson, Fanny, 2112 August St., Austin, Texas.  
Keiser, Dr. Max, 388 Franklin St., Buffalo, N. Y.  
Kennedy, Nannie, Dayton, Ohio.  
Kent, Annabelle, 60 S. Clinton St., East Orange, New Jersey.  
King, Mable M., School for the Deaf, Jacksonville, Ill.  
Kinnaird, Sarah, Rockford, Illinois.  
Kirkpatrick, Mrs. Helen F., Knoxville, Tenn.  
Knowlton, Mrs. Dexter A., Stephenson St., Freeport, Ill.  
Latham, Charles H., Mystic, Conn.  
Laurent, F., Sr., E. Mt. Airy Ave., Mt. Airy, Philadelphia.  
Lehman, Arthur, 16-22 William St., New York, N. Y.  
Leonard, Ella M., Mystic, Connecticut.  
Leverett, George V., 53 Devonshire St., Boston, Mass.  
Lewis, Hon. George A., 268 Elmwood Ave., Buffalo, N. Y.  
Lochhead, Grace R., School for the Deaf, Jacksonville, Ill.  
Loeb, Miss R., 116 W. Seventy-eighth St., New York, N. Y.  
Lyle, Mary, Danville, Ky.  
Mahony, Catherine A., School for the Deaf, Halifax, N. S.  
Manning, F. M., Mystic, Conn.  
Marsh, Matilda L., 600 Park Ave., Patterson, N. J.  
Marshall, Wm. N., Cave Spring, Ga.  
McAloney, Mrs. T. S., Boulder, Mont.  
McCord, Jeanette, Rome, N. Y.  
McFall, Dr. Guy H., 32 Adams Ave. West, Detroit, Michigan.  
McIntire, Wm., 4020 Ogden St., W. Philadelphia.  
McKeen, Frances, Clarke School, Northampton, Mass.  
McKinney, Rachel, 1007 Grand River Ave., Detroit, Mich.  
Meyer, Helen, School for the Deaf, Scranton, Pa.  
Montague, Helen, Asylum Ave., Kalamazoo, Mich.  
Mooers, Mary H., School for the Deaf, Sta. M., New York, N. Y.  
Morgan, Mrs. Colin D., "Milton," Hochelaga, Montreal, Canada.  
Morgan, Henry, Aurora, Cayuga Lake, N. Y.  
Morgan, James, Phillips Square, Montreal, Canada.  
Munger, Mrs. H. M., Mexia, Texas.  
Nathan, Mrs. H., 1203 Park Avenue, New York, N. Y.  
Nelson, Elizabeth, Poughkeepsie, N. Y.  
North, Ralph, 7301 Boyer St., Mt. Airy, Philadelphia.  
Noyes, Henry B., Mystic, Conn.  
Nugent, Anna, 12 Elm St., Fond du Lac, Wis.  
Orr, Nannie C., School for the Deaf, Salem, Oregon.  
Palm, Elnora, School for the Deaf, Austin, Texas.  
Palmer, Robert, Noank, Conn.  
Park, Mabel M., School for the Deaf, Devils Lake, N. Dak.  
Parker, W. D., Madison, Wis.

Parsons, Col. Francis, Hartford, Conn.  
Paton, Bessie, School for the Deaf, Rochester, N. Y.  
Peck, Alfred, 138 Fifth Ave., New York, N. Y.  
Pennycook, Ida M., 158 E. Elizabeth St., Detroit, Mich.  
Pollak, Robert R., 7 Foxcroft House, Cambridge, Mass.  
Pollock, Isabel, 8 Clauricarde Gardens, London W., England.  
Pope, A. E., School for the Deaf, Omaha, Neb.  
Pugh, M. Louise, 945 S. Paul St., Rochester, N. Y.  
Quigley, Rt. Rev. J. E., 1025 Delaware Ave., Buffalo, N. Y.  
Read, Lizzie, Danville, Ky.  
Reade, H. L., Jewett City, Conn.  
Reid, Mary, School for the Deaf, Halifax, N. S.  
Renand, Dr. George L., 27 Adams Ave. East, Detroit, Michigan.  
Rhoades, John H., 559 Madison Ave., New York, N. Y.  
Richmond, Mrs. Harold, 88 Cooke St., Providence, R. I.  
Robie, Alice, 116 Eighteenth St., Milwaukee, Wis.  
Robinson, Louise, Cave Spring, Ga.  
Rogers, Martha, School for the Deaf, Indianapolis, Ind.  
Rogers, Mrs. Rev., Granville, Ohio.  
Rosenbaum, Mrs. S., 48 W. Eighty-fifth St., New York, N. Y.  
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(Incorporated Sept. 16, 1890.)

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### SPEECH OF CHILDREN IN THE HOME AND IN THE SCHOOL.<sup>1</sup>

GUTZMANN, BERLIN, GERMANY.

which first makes man "human," and the voice is the expression of its true character; consequently one of the objects of that care and education of children renders necessary. It is as much a condition of the full and free development of the general health of body and mind. A person with defective speech loses in comparison with other children, and, or even superior, he may be in all other respects. The fear of a deterioration of our speech is greater in the present and busy modern age. Even with the best of teachers it is impossible for the teacher to correct defects of speech with which the scholars were afflicted from childhood of school age; and it is a sad fact that among children in the German Empire there are 80,000 to

cannot early define the idea of a healthy speech, it is not what we understand by unhealthy or defective speech. I mean here a stuttering, stammering, lisping, nasal speech, also a shouting, blustering, or scolding speech, a speech which is pitched too high, has no body to its sound, in fact a speech which is not æsthetical. To combat these ten-

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<sup>1</sup>Abstract of a paper read January 25th, 1901, by Albert Gutzmann, Director of the City Institution for Deaf-mutes at Berlin, at a meeting of the "Association for the Education of Children in Accordance with the Rules of Health." Abstract prepared by H. Jacobson, Washington, D. C.

dencies is the object which the healthy care of the speech has in view.

Speech is a faculty which is not innate in man; every human being is born speechless. Gradually does the child learn to speak, and unconsciously speech is developed with the other bodily and mental faculties. The means of speech every one possesses at birth, but in its development it is subject to disturbances by disease or from other causes. To discover and counteract these causes should be our aim. Mechanical speech is produced by the prompt co-operation of the apparatus of speech—tongue, teeth, and lips; the apparatus of sound—the throat; and the organs of breathing—the lungs. Without breathing there is no sound, and it follows that the act of breathing plays a most important part in speaking, and that defective or irregular breathing works injury to speech. The breathing of children should therefore be watched, and if necessary, regulated. We, consequently, are led to the question, "What is healthy breathing and what is not?" The correct and healthy breathing is rib-breathing. It is produced by the direct action of the muscles of breathing which are attached to the walls of the chest. This action may be seen and felt. Rib-breathing is the breathing of healthy, normal man. Thus breathes the soldier when marching in the ranks, the athlete when exercising, the busy laborer earning his bread in the sweat of his brow, the actor on the stage, the sacred orator in the pulpit, the legislator in our parliament. Thus we breathe when our body is in a position which excludes rest and comfort; whilst the so-called stomach-breathing is the companion of ease, peculiar to early childhood and to old age, the periods of rest in human life. To show that a correct position of the body is of great importance for breathing, and therefore for the hygienic care of speech, we will state that an adult person draws his breath 13 times a minute when lying down, 19 when sitting, and 23 when standing. For children which show a tendency towards defective and not vigorous breathing we would recommend exercises in energetic, full, and regular breathing, so as to have complete control over the lungs during the breathing, which exercises may be given by every mother. With small children these exercises are best

introduced by leading them to a conscious use of the air ducts, e. g., inhale and exhale through the nose, inhale through the nose and exhale through the mouth, inhale through the mouth and exhale through the nose, exhale and inhale through the mouth; the same, putting the hand against the side of the body, placing the hands back of the head, raising the arms, etc.

It will be important to cast a side glance at the psychology of speech, i. e., the action of the brain in producing speech. Let us for a moment realize in what manner a child learns his mother tongue. It is well known that this is principally effected through the sense of hearing. Thereby the word which is heard is noted. This is done through the brain, and in that part of the brain where this noting down of words is effected, there is the center of speech, viz., that faculty whereby we become conscious of language, where we receive or perceive words. We all know what an effort it requires to perceive and hold a hitherto unknown word, and it is scarcely necessary to state that without attentive listening, without the repetition of the word until it becomes the sure property of our memory, and without an understanding of the meaning of the word, progress in acquiring speech is impossible. It is therefore of the utmost importance to educate the attention of the child, to cultivate its word-memory, and to assure a complete understanding of the idea represented by the word. The understanding of words is only a part of the speech, the speaking itself is another part. As the nerves carry the heard word to a certain part of the brain, thus they set the organs of speech in motion from another part of the brain. The French scientist Broca found this "word moving center" in the wall of the third winding of the left part of the forehead. If this place is injured, the speech is disturbed, and what we call aphasia takes place. If the organs of speech are defective or do not work regularly, disturbances take place which we designate as stammering or stuttering (stuttering is a defect of the speech, stammering a defect of the pronunciation).

Turning to the development of speech, we distinguish several phases. The first of these covers the period of babyhood. The yelling of children during this period is not without significance for the development of speech. The baby ex-

ercises lungs and voice, an excellent preparatory exercise for speaking. Screaming from some special cause should of course be checked by ascertaining the cause. But the tendency to screaming is found in all healthy babies, and the mother should not be discouraged thereby. Nature demands her right, and the baby must scream, even if it is not ailing. Care should of course be taken that babies do not cry themselves hoarse; for that spoils the voice.

During this first period of the development of speech, the senses of sight and hearing are exercised. The sense of sight plays an important part. Even grown persons will at meetings try to find a place where they have a good view of the speaker, in a theater of the actor or singer. It is, therefore, strongly to be recommended to let a child with defective speech observe correct speaking, and note the movements of the organs of speech and the position of the speaker among its surroundings.

The sense of hearing is, of course, absolutely indispensable for the acquiring of sound speech, and must likewise go through a certain development until it is perfect. Children should, therefore, from the very earliest age be accustomed to listen attentively to the speech of others; for superficial hearing frequently develops superficial speech. One should convince oneself whether the child has heard exactly, by causing it to repeat what it has heard. This can, of course, only be done when the child has learned to speak a little. It is by no means unimportant what sort of speech the child hears even at this early age. It will distinguish the harsh tone of voice from the gentle; and care should be taken, in the interest of training the speech, to let the child hear a correct, even, and well modulated speech.

In the second stage of the development of speech we notice that the child imitates speech. Whilst during the period of babyhood it seemed to take delight exclusively in its own babbling, it now endeavors to imitate the speech of those who are constantly with it. The desire to speak which nature has planted in the child, will now develop powerfully; and if we desire that our children should speak well, we should furnish them with good examples. If the child hears its mother or nurse speak only correctly, distinctly, and with the proper modulation,

it will strive to imitate this example and gradually acquire the same correct and beautiful speech. There is much sinning in this respect by adult persons constantly indulging in so-called "baby-talk" with children. Later when the child goes to school, it begins to notice that it is lacking in this respect, it becomes the object of mockery by other children, and this inheritance from the nursery may have an injurious effect on its speech, and even on its character and its future life. But even if this "baby talk" is not indulged in to any great extent, many a mother sets a bad example to her child by speaking too fast. Speaking slowly means speaking distinctly, so that every syllable is fully and properly pronounced. Care should also be taken in the selection of servants, to obtain such as will at least speak fairly correct German. I could cite more than one instance where neglect in this matter has produced the most far-reaching consequences which made themselves felt till late in life, and interfered with the advancement of young persons in business or profession.

It is, furthermore, of the utmost importance that no persons whose speech is in any way defective should hold positions as teachers. Speaking too fast—which, I am sorry to say, seems to be one of the failings of the fair sex, in whose hands the first education of children principally rests, is a very bad example for the child; and I believe that I am not saying too much, when I maintain that here are found the causes of the most glaring defects in the speech of children. When the child hears a person speak fast, it wants to speak just as fast, and so to speak stumbles in its speech, and finally becomes a confirmed stutterer. I consider stuttering as one of the worst defects of speech. In endeavoring to cure the child, the greatest care should be taken that the child does not become conscious of its defect. The child should not become aware of our intentions. It would, e. g., be utterly wrong to imitate the stuttering of the child, in order to show the ugly sounds. By setting a good example the child should be influenced; speak very slowly to the child, let it repeat very slowly what has been said, let it heave a breath before speaking the word; do this yourself to show how it is done, and observe the effect on the child. Tell the child short



stories, somewhat long drawn in the vocalization, and let it repeat these stories sentence by sentence in the same manner. Tell the child some request shall be granted if it can express it without stuttering. At an early age it is comparatively easy by the exercise of some patience and perseverance to cure a child of stuttering, whilst at a later period in life it becomes a hard and often impossible task. Prevention is here, as in all cases, the best cure. Stuttering seems to be contagious, and it should be the aim of parents and teachers to remove children who show a tendency to stuttering at once from contact with persons suffering from this defect of speech.

Before the child enters school, the parents should use their utmost endeavors to have their child speak correctly and without defects, for it will be found well nigh impossible to conquer the evil in school. In fact it would not be a bad idea, as has been proposed, not to admit any stuttering children to school until in their home they have been cured of this defect.

In conclusion I can not but express the ardent hope that, in view of the circumstance that the hygienic treatment of speech, or if I may use the term, the science of curing the defects of speech, opens out a wide and important field of research, a special professorship for this science might be established at our university: and that the time is not far distant when the students in our Normal schools (teachers' seminaries) are made fully and thoroughly acquainted with the character of the various defects of speech, and with the preventive and curative measures. Only when this is done, conditions will be created such as are absolutely indispensable to the proper care and preservation of our beautiful mother tongue.

## SOME MUSCLES USED IN SPEECH.

### III.

ADELLA F. POTTER, WATERTOWN, N. Y.

#### I. MUSCLES OF THE TONGUE.

In the last paper the *hyo-glossus* muscle was described as playing an important part in the stretching of the vocal shelves by extrinsic effort. As was there stated, its effectiveness in the production of pure tone is dependent upon other tongue muscles without whose assistance its contraction would simply pull the back of the tongue downward toward the hyoid-bone.

These assisting muscles furnish a firm support for the tongue so that the *hyo-glossus* muscle cannot by its contraction thus pull it downward, but will pull upward upon the united hyoid-bone and thyroid cartilage, tilting the latter upon the cricoid and thus stretching the vocal shelves. This firm support is furnished by three muscles which are so placed that they can directly or indirectly raise the tongue, and two of them are attached to firm parts. It is needless to say that these muscles can support the tongue only by changing their ordinary condition of relaxation to one of contraction.

**STYLO-GLOSSUS MUSCLE:**—This muscle is fastened above to the styloid process which projects inward and downward from the cranium a little above and in front of the ear. As shown in Fig. XI, the muscle extends downward and forward along the side of the tongue to its tip. Some of its fibres pass inward among those of the *hyo-glossus* muscle and others among those of another tongue-raising muscle, the *palato-glossus*, which will soon be described.

**ACTION:**—Since the *stylo-glossus* muscle extends forward as well as downward, its contraction would pull the tongue both backward and upward, but in correct singing and speech this

backward movement is prevented by another tongue supporting muscle, the *genio-hyo-glossus*.

**GENIO-HYO-GLOSSUS MUSCLE:**—"The lowest strip of this muscle extends from the chin to the body of the hyoid-bone. All the rest of the fibres extend to the tongue, spreading from the chin in nearly all directions—upward and backward into the body of the tongue, outward and backward to its sides, and even forward to its tip." This is well shown in Fig. XI.

Figure XI.



Styloid  
process  
(projec-  
tion from  
ear bone.)

Stylo-  
hyoid  
muscle.

Hyo-  
glossus  
muscle.

Hyoid  
bone.

Stylo-  
pharyn-  
geus  
muscle.

Thyroid  
cartilage.

Genio-hyoid muscle.

Muscles of the tongue. [Gray.]

**ACTION:**—"The fibres extending backward would in contracting pull forward upon the tongue and hold it firm against the backward pulling of the *stylo-glossus* muscle, thus enabling

the latter to put forth a much stronger effort, of which only the up-pulling share would have effect upon the position of the tongue."

**PALATO-GLOSSUS MUSCLE:**—The *palato-glossi* muscles, or anterior pillars of the fauces, were described in connection with the *palato-pharyngei* muscles. By looking into the mouth with

Figure XII.

Palato-pharyn-  
geus muscle.

Uvula.

Palato-glossus  
muscle.

Front view of the descending palate muscles. (*Luschka.*)

the tongue flattened, these pillars may be seen extending down from the roof of the mouth on each side in front of the tonsils. On reaching the tongue some of the fibres extend forward along its sides with those of the *stylo-glossi* muscles, while others pass into the sides. The *palato-glossi* are shown in Fig. XII.

**ACTION:—**The *palato-glossus* can by its contraction pull the tongue upward or the soft palate downward. It is clear that before it can do either it must straighten its curve. Although favorably situated to pull upward upon the tongue, it is too small to balance the down-pulling force of the comparatively large *hyo-glossus* muscle. Its thickness is given as about one seventeenth of an inch, and its breadth one-eighth of an inch. While not the greatest up-pulling force, this muscle probably assists the larger *stylo-glossus* in preventing the depression of the tongue.

**TEST No. 5. USE OF THE TONGUE-SUPPORTING MUSCLES:—**Look into the mouth while singing or speaking. If the whole tongue falls below its natural level or if a groove is made in its middle line toward the back, you may know that the whole or a part of the up-holding effort is not being made. The sinking of the whole tongue would indicate that no up-pulling force was active, while the groove in the middle would show that this part was being pulled down by some of the fibres of the *hyo-glossi* muscles, while the sides were held up by the *stylo-glossi* muscles.

**TEST No. 6. USE OF THE PALATO-GLOSSUS MUSCLE:—**Press lightly with the end of the finger against the front of the tonsil. Sing or speak, and know that you are so far right if it moves inward toward the middle of the mouth; wrong if it does not move inward.

The *palato-glossus* muscle, which here curves outward while relaxed, straightens on contraction, drawing inward the tonsil. If the tonsil remains unmoved this *palato-glossus* muscle cannot be contracting.

**TEST No. 7. USE OF THE GENIO-HYO-GLOSSUS MUSCLE:—**“Turn the tip of the tongue upward until it touches the inside of the upper front teeth and their gums, while you hold the mouth open to singing width. Push the end of the fore finger diagonally (sidewise) under the somewhat up-turned side of the tongue, thus necessarily bearing the corner of the mouth a very little backward. Press the finger tip very gently into the fleshy mass which is felt upon the side of the tongue just back of the so-called ‘string,’ and sing a middle or high note, or even a powerful low-one. “If the flesh does not press against the finger, be

assured that the highest form of artistic delivery is impossible; for the *stylo-glossi* muscles are either inactive or are drawing the tongue too far backward and too little upward." In this test the swelling of the muscles will be but slight during speech; in singing it is more marked.

Figure XIII.

Bone of cranium.

Eustachian tube.

palati-  
cicle.

lati muscle.

process.

R

The palate and the larynx viewed from behind.

## 2. MUSCLES OF THE PALATE.

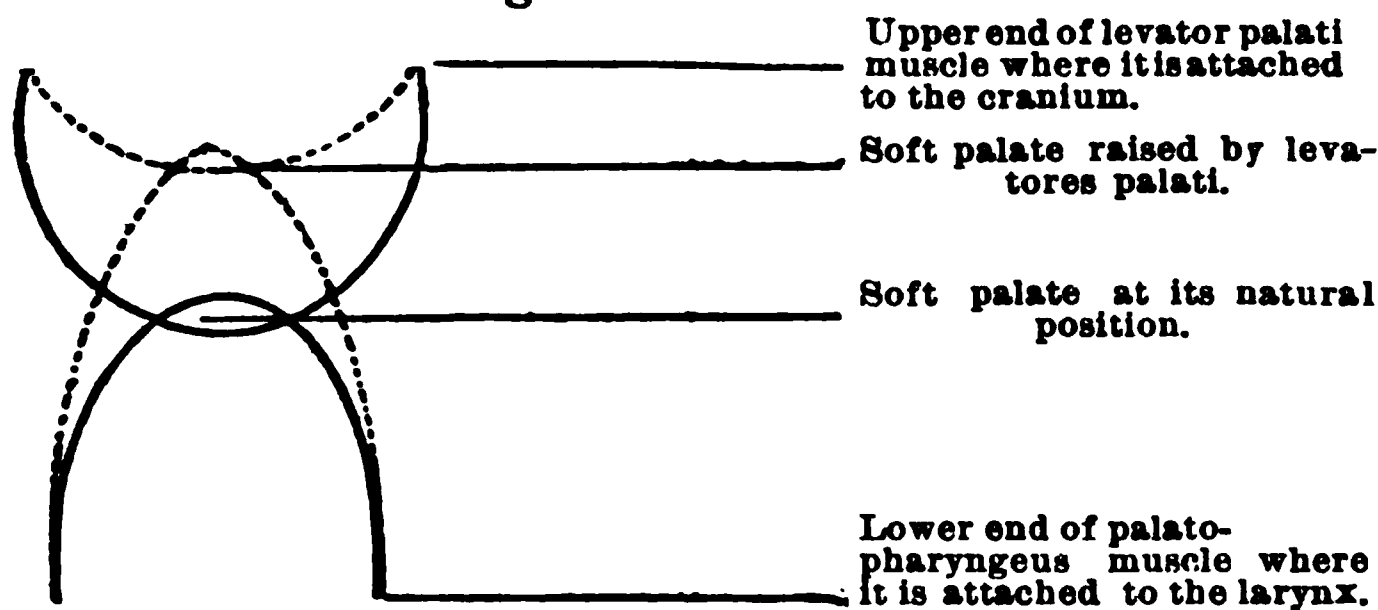
By moving the finger back along the roof of the mouth it will be found that the part just back of the hard palate is very soft and can be easily pushed up. This is the *aponeurosis*, a strong, inelastic, fibrous tissue in which all the palatal muscles end and which joins them to the hard palate. Just beyond this *aponeurosis* is felt the muscles of the soft palate. Four pairs of muscles start out from the sides of the palate, two extending



downward and two upward. The former, the *palato-pharyngei* and the *palato-glossi*, have already been described. The two pairs extending upward hold up the soft palate against the down-pulling of the muscles just named, "for if this support fails, the whole chain of muscles from palate to breast will be, in a sense, let down, enfeebled by being shortened, and withheld instinctively from even making the effort still possible, from fear of undue straining upon a tender unsupported fleshy mass."

**LEVATOR PALATI:**—The *levator-palati*, shown in Figs. X and XIII, are attached to wedge-shaped portions of the temporal bones above and behind the palate, the two blunt points, one on each side, being about an inch and a half apart. "From these points and also from the Eustachian tubes, the two muscles extend downward, forward, and slightly inward to the sides

Figure XIV.



of the soft palate, where, as microscopic scrutiny shows, they spread out, some fibres passing in a downward curve to the middle of the palate, there meeting those of the other side; others passing further forward to fasten themselves upon the rear edge of the hard palate. The fibres which pass in a downward curve to the middle of the palate intersect those of the *palato-pharyngei* muscle already described, and certain fibres even unite with the latter muscles and accompany them in their downward course."

**ACTION:**—As has been said, the *palato-pharyngei* muscles would, if employed alone, draw the soft palate downward; and to prevent this, the *levator-palati* muscles must contract with

equal force, thus furnishing a firm support against which the *palato-pharyngei* muscles can pull strongly upward upon the horns of the thyroid cartilage to tilt it upon the cricoid and stretch the vocal shelves.

These two pairs of muscles have been compared to two intersecting loops, although Fig. XIV would more nearly represent their relations to one another. The heavy lines represent the relative positions of the muscles in their ordinary state of relaxation, while the dotted lines represent their positions when the soft palate has been drawn upward by undue contraction of the *levatores-palati*.

"The widening of the back part of the mouth erroneously taught by many instructors, can be effected only by an extreme measure of this fault. As seen in the diagram the *levatores-palati* muscles separate as they rise from the sides of the soft palate, while the descending muscles, the *palato-pharyngei*, on contraction will converge, or draw nearer together." "The fact that the latter muscles are spread apart at their upper ends, visible in the back of the mouth, shows them to be almost wholly inactive and proves that an essential thyroid-tilting and shelf-stretching agent is not employed. The resulting tone cannot be the best possible, or nearly the best."

The *levatores-palati* muscles also support the palate against the down-pulling of the *palato-glossi* muscles which, "although much weaker than the *palato-pharyngei* muscles, would pull the palate down were it unsupported, and therefore be unable either to raise the tongue or hold it firm against the essential down-pulling of the *hyo-glossi* muscles which tilt the thyroid cartilage with shelf-stretching effect." "The *levatores-palati* muscles, therefore, support the palate against the down pulling of two pairs of muscles, those extending from palate to tongue and those from palate to larynx." They are assisted by another pair of muscles now to be described.

TENSOR PALATI:—"The *tensor-palati* muscles are fastened above to the Eustachian tube and neighboring parts of the skull. They descend almost perpendicularly till they reach a little hook-like projection (the hamular process) around which they turn and pass horizontally inward to fasten their terminat-



ing tendons into the soft palate and its aponeurotic connection with the hard palate."

The hamular process projects downward "behind and above the last back tooth, and also nearer the middle of the mouth than the teeth. Indeed, it might be compared to a tooth about as thick as a knitting-needle growing downward from the bone just behind the upper jaw. It points downward at first and then curves slightly outward like a hook, hence its name 'hamular.' It can be felt easily by pressing upward with the finger a little behind and inside of the last upper back tooth." Both the hamular process and the tensor palati muscle are seen clearly in Fig. XIII. The muscle is also seen in Fig. X.

ACTION:—"The tensor-palati can contract with considerable force, for it is fastened above to the base of the skull; but several trials upon different subjects so far have failed to reveal the tensing or tight-drawing effect upon the soft palate which is usually ascribed to it. When its muscular part is pulled in the direction of its fibres, the whole soft palate will be moved a little forward and its front edge or *aponeurosis* drawn a little upward with no detectable sidewise stretching or tension. It is possible that it prevents excessive downward displacement of the front edge of the soft palate and does, therefore, act as a support against the severe downward pulling of the *palato-glossi* and especially of the *palato-pharyngei* muscles which likewise are attached in part to this *aponeurosis*."

AZYGOS UVULÆ:—Only one palatal muscle remains, the *azygos uvulæ*, seen in Figs. XII and XIII. "It forms the inner muscular part of the little pendent piece, often popularly called the soft palate, which may be easily seen to hang down from the middle of the soft palate."

ACTION:—"Upon contraction, it draws the whole uvula inward into the palate, pointing it backward as it rises. It is hard to see what vocal office it can have, though many absurd views have been advanced regarding it. It may render the whole palate a little more firm so that it will support the down-pulling muscles more effectively. Whether usefully or only sympathetically, it certainly contracts upon high tones with sufficient force to remove the uvula from sight."

Summary of Muscles.

Of the Tongue,	{	up-pulling,	{ stylo-glossus, palato-glossus.
		down-pulling,	{ hyo-glossus,
		forward-pulling,	{ genio-hyo-glossus.
Of the Palate,	{	up-pulling,	{ levator-palati, tensor-palati.
		down-pulling,	{ palato-pharyngeus, palato-glossus.
			azygos uvulæ.

*(To be continued.)*

[NOTE.—The words “the above diagram,” used on page 11 of the February number, refers to Figure X on the page following. And in the same figure, the side-wording “The palato-pharyngeus muscle” is omitted although the line pointing to the muscle is there.]

## UPON THE ORGANIZATION OF THE EDUCATION OF THE DEAF IN PRUSSIA.<sup>1</sup>

### I.

O. DANGER, EMDEN, GERMANY.

[The following is an abridgment of a paper by Mr. O. Danger, Director of the School for the Deaf in Emden, Germany. The original paper was very full in its treatment, covering the entire ground of its subject in general and in detail, and containing with the rest much valuable appendix and tabular matter the most of which the limitations of our space compel us, much to our regret, to omit.—ED.]

In the year 1853, C. W. Saegert, principal of the Royal Institute for the deaf in Berlin, was nominated Inspector General of the education of the deaf in Prussia. In this position he had an office and voice in the Ministry of Public Education and Public Worship. His task consisted in this: "To take notice from time to time of the state of the existing Institutes for the education of the deaf; to indicate what according to his opinion and experience seemed necessary for the instruction and education of the deaf; to keep in correspondence with the respective local and provincial authorities, and to indicate through them what would be best to do." After the death of Saegert (1879) this office was not given to a specialist any more, because they feared it might give rise to a separation of what concerned the education of the deaf, from that of the common schools, as had happened in the first half of the century. Dr. Schneider who did much good work for the public instruction in Prussia, had this office until he retired. At present Prof. Dr. Waetzold has the office of counsellor for the affairs of the deaf at the Ministry.

In virtue of the law of March 11th, 1872, all the Prussian Institutes for the deaf were placed under the supervision of the State, as regards their object of education and instruction; but

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<sup>1</sup>Translated and abridged by Giulio C. Ferreri, Washington, D. C.

by a Royal decree of July 27, 1885, this right of supervision on the part of the State was transmitted to the Provincial school authorities.

Now, if one should infer from these legislative provisions, that the principal difference in the organization of the German and American schools lies in the fact of the German being centralized, while centralization is entirely lacking in the United States, this would not be exact. They say in fact, that in virtue of the law of May 11th, 1872, the Institutions for the deaf were placed under the supervision of the State only in regard to their object of education and instruction. In every other respect the rules of 120 of the Prussian Provincial ordinance of June 21, 1875, are in vigour, according to which the care of the deaf belongs to the Provincial administration. The election of the principal and teachers, the ratification of the didactic plans, the approvation of the statutes, etc., all this depends upon the State's right of supervision; all the rest however is the business of the Provincial authorities who receive an annual sum from the treasury for the maintenance of the Institutions for the deaf. The State has a more extended right over the Royal Institute of Berlin. But let us see more particularly what are the rights above mentioned of the State in the matter of the instruction of the deaf.

I. *The attestation on the part of the State of the technical capacity of the principals and teachers.* It is well known that Hill in his work "*Gegenwartige Zustände*" laments that the principal as well as the teachers did as they liked. Dr. Neumann, principal of the Institute of Königsberg, declared already in 1859 "that it was owing alone to his entire ignorance of this special branch of education, that he had supposed one could teach the deaf at the same time that he exercised his profession as a preacher and also taught in other schools." But until the law of the Provincial ordinance of 1875, the principals of the Normal schools in many places officiated also as principals of the Institutions for the deaf, as the responsible office of technical director was considered a secondary matter.

The principals of the Normal schools were at least pedagogues. One could therefore suppose that they must have a

knowledge of what was proposed to them by the technical superintendent of the schools. But it was worse in those places where the office was expected to confer the ability. Thus for example in the 70th year of the past century in a residence city of Germany, the principal of the Institute for the deaf was a linen merchant. In this case the head teacher was indeed to be pitied!

An end was put to this bad condition of things in Prussia, by the law establishing examinations for teachers and principals of the Institutions for the deaf (April 4th, 1878, and June 11th, 1881). It was in fact established that only those could be admitted as teachers in the Institutions for the deaf: 1, candidates of Theology and Philology, and graduates of the Normal school, who, after having graduated from the Normal course, had also passed successfully the two examinations for the degree of teacher; 2, the women approved of already as teachers in the three grades of the girls schools: all who had at least for two years assisted as apprentices in some Institution of the deaf, and afterwards had obtained in consequence of a special examination, the diploma as teacher of the deaf.

There was established in every Province a special examination committee for the teachers' examinations. The examinations are oral and written, and year by year the place for the examination to be held is established at some Institute for the deaf. For the candidates who cannot acquire the necessary knowledge for the special teaching of the deaf in any other way, there is opened a Normal school at the Royal Institution of Berlin. The theoretical lessons are given by the Principal and one of the best teachers of the Institute, together with a professor from the University; the practice is done in the classes. The teachers—from 6 to 10—who follow the course receive regularly an annual subsidy of 1,200 marks.

When one has been engaged as an ordinary teacher of the deaf for a period not less than five years, he may apply by means of his superior, to the minister of Public Instruction to be admitted to the examinations of Principals. These take place only in Berlin, under the presidency of the counsellor on the affairs of the deaf at the Ministry.

Among the members of the Examining Committee are some

of the Provincial Counsel of the schools, and some principals of Institutes for the deaf. In these examinations the candidates besides giving proof of their practical ability in teaching, are also examined in general culture, and must give proof of a knowledge of English and French, and a little Latin, and be able to read fluently a book written in any of these languages.

The Minister of Public Instruction can dispose annually of a sum of 20,000 marks for the higher culture of the teachers of the deaf. These funds are also used in aid of the teachers who travel for the purpose of study.

II. *Ratification of the plans of instruction on the part of the State.*

The fundamental principles of the didactic plans for the Prussian Institutes of the deaf must be submitted to the approbation of the Minister of Public Instruction. These Institutes are required to inform themselves in regard to the family, the religious and civil community to which their deaf pupils have belonged since their birth.

As independent members of these communities, they must be able to understand the language independently, and to learn to express themselves in the language used by their neighbours. Therefore they must be instructed not only *in*, but *by means* of the German method, and the use of the artificial mimic is excluded from the teaching.

A uniform didactic plan for all the Prussian Institutes does not exist, and it would be difficult to adopt one on account of the decentralization of the education of the deaf. One could even doubt whether the time has yet arrived to propose such a general, satisfactory, and unprejudiced didactic plan. At first each Institute had its own special plan. Then they succeeded in giving the same plan to all the Institutes of the same Province. This is prepared, according to the consultation of all the Principals of the Institutions of the Deaf of each Province, by the authorities of administration, which are composed of a Commission from the Minister of Public Instruction and several members of the Provincial School Board.

All the didactic plans however are agreed in this, that the aim of instruction in an Institute for the defective (and certainly among these are to be found our deaf), *must be limited*. The

State has no interest in giving to the defective a higher instruction than that which the common schools give to the pupils endowed with all the senses. It leaves the rest to the wealthy parents of the deaf.

Manual training is not taught in any Institute of Prussia, as is usual in the American Institutions. The reason is because in America the pupils are received at any age until 20 years; the Institutes of Prussia instead are only for children from 7 to 10 years of age.

The didactic plan which follows is for the Institute of the Province of Hannover, but with slight changes it would apply to all the Institutes of Prussia:

SUBJECTS OF INSTRUCTION WITH THE TIME-TABLE FOR  
EACH CLASS.

1  
2  
3

III. *The Statutes of the Institutions for the deaf depend upon the Government.*

It has been injurious to the instruction in the Prussian Institutes for the deaf that, until a few years ago, the deaf were not announced to the authorities, nor received into the schools until they were too old. Until 1901 compulsory instruction for the deaf in Prussia was limited to the Province of Schleswig-Holstein alone. In October, 1892, the following provisions were made to obviate this injury:

1. The local authorities must include deaf children also in the list to be consigned to the teacher of the place.

2. The teachers must every year after examining the list, notify the school inspector in regard to the deaf children of school age, before the 15th of May.

3. The school inspector must present the list before June 1st to the civil authorities, (Provincial counsellors, magistrates.) These must then send it, not later than June 20th, to the Direction of the Institute for the deaf, which then will attend to the rest.

The admission of the poor deaf in the Institutes does not meet with any difficulty ordinarily, since the law of July 11, 1891, because according to that law the expenses incurred are charged to the charitable institutions. It is often more difficult for deaf children belonging to families not of the very poor, to pay even part of the tuition. It is to be hoped that this difficulty will be diminished or eliminated by the law for compulsory education which will probably be presented in the year 1902.

From what has been said it is evident that the opportunity has been given to the Institutes for the deaf in Prussia, to acquire real and true development, with the necessary unity of purpose.

As to the character of the Institutes,—they are as follows:

One (1) Institute belongs to the State (in Berlin).

Forty-six (46) are Provincial (3 of which are separated but under the same principal).

Three (3) are municipal.

Seven (7) are private, or dependent on associations.



The scholars of 10 Institutes live in the Institutes, (these are boarding-schools), but the deaf who live in the city are allowed to attend the school as day-scholars. The same permission is given by the 32 day-schools. The greater part of the pupils of these day-schools are lodged by the principal in suitable houses, (generally two by two). The principal is aided by his teachers in the care of these day-scholars.

Ten of these Prussian Institutes are therefore mixed schools, that is, they admit day-scholars as well as boarders. In the mixed Institutes, the boarding schools are to be specially recommended for the children who are morally spoiled or difficult to educate, and also for children in poor health and of little intelligence, who can find in the Institute the necessary care and assistance.

*(To be continued.)*

## THE SIGN LANGUAGE IN AMERICAN SCHOOLS.

EDITOR THE ASSOCIATION REVIEW:

In accordance with your request I present herewith statistics of the Sign Language in American Schools compiled in the same manner as those published in the REVIEW of June, 1901. As I understand that you desire to publish these statistics from year to year, and in order to bring them in conformity with your other statistics, I have made one change in the basis of the figures: in the statistics presented a year ago the figures were based on the total number of pupils present during the year 1900; in those presented below the figures are based on the attendance on certain days, November 10, 1900, and November 10, 1901. This will account for the difference in the figures given now and last year. The relative proportion in the different classes is however practically the same.

To those not familiar with the Annals statistics the following explanation may be appropriate. In the Annals the various schools are recorded according to methods of instruction used, as Combined, Oral, Manual, Manual Alphabet, and Oral-Manual Alphabet. The Combined System schools employ all methods that have been found advantageous in educating the deaf, many of the pupils being taught entirely by speech in the class room. But it is generally understood that all or nearly all the schools reported in the Annals as Combined recognize and use the sign language for chapel services, public addresses, lectures, etc., although in many of them it is restricted or even excluded from the class room. The Manual schools are similar to the Combined, except that for lack of means or other untoward circumstances, they are unable to give instruction in speech. These schools are few and small. Manual Alphabet schools use the

manual alphabet but reject the sign language in and out of the class room. There is only one such school at present. Those recorded as Oral schools are supposed to exclude both the sign language and the manual alphabet, although in point of fact this is not strictly the case in some of them.

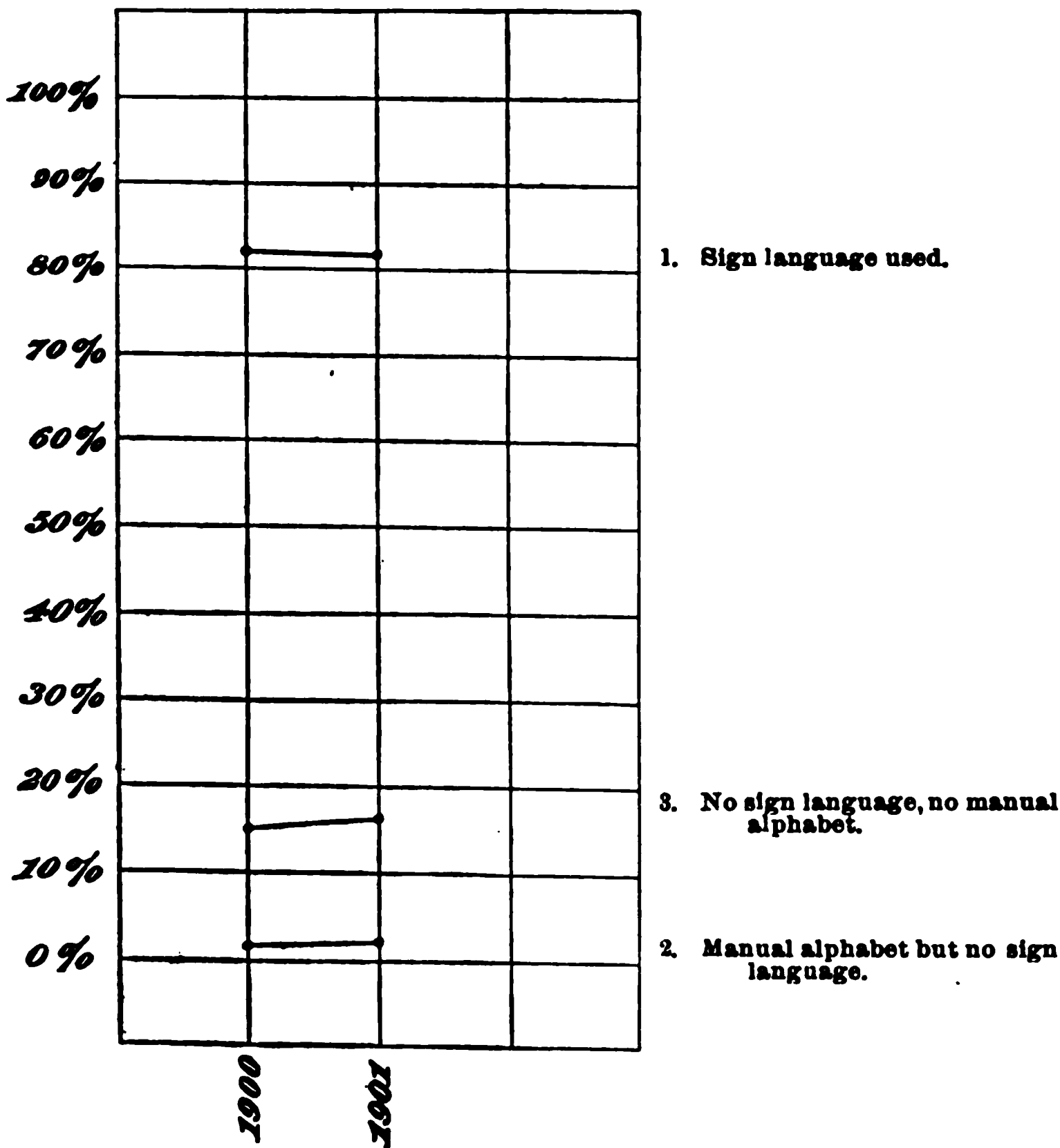
Those classed as Oral-Manual Alphabet are understood to use the Oral and the Manual Alphabet methods in separate departments, and to exclude the sign language. But in the Illinois Institution the sign language is still used for chapel services, etc., practically as in other Combined schools.

The following statistics have been compiled from the Annals. 1. By adding together the number of pupils in the Combined and Manual schools and including the Illinois Institution, the number of pupils in schools which recognize and use the sign language was 8645 in 1900, and 8967 in 1901. 2. By adding together the number of pupils in the Manual Alphabet school, and the Manual Alphabet department of the Mt. Airy school, the number of pupils in schools and departments which use the manual alphabet but not the sign language was 196 in 1900, and 211 in 1901. 3. By adding together the number of pupils in the Oral schools including the Oral department of the Mt. Airy school (but not that of the Illinois Institution for reasons above given) the number of pupils in schools which recognize neither the sign language nor the manual alphabet was 1767 in 1900, and 1850 in 1901.

Or to put the above statistics in tabular form:

	1		2		3		Totals	
	Sign Language used		Manual Alphabet but no sign language		No Sign Language, no Manual Alphabet			
	Pupils	P't'ge	Pupils	P't'ge	Pupils	P't'ge	Pupils	P't'ge
1900, Nov. 10.....	8645	81.5%	196	1.9%	1767	16.6%	10608	100. %
1901, Nov. 10.....	8967	81.3%	211	1.9%	1850	16.8%	11028	100. %

DIAGRAM ILLUSTRATING THE STATISTICS ON THE SIGN LANGUAGE IN AMERICAN SCHOOLS FOR THE DEAF, 1900, 1901.



OLOF HANSON.

MANKATO, MINN., March 4th, 1902.

## NOTES FROM NORWAY.

LARS A. HAVSTAD, CHRISTIANIA, NORWAY.

The principal of the State School for the Deaf at Trondhjem, Henrik Finch, died February 2d, 1902, in his sixty-second year. He was a very able man and had for many years been the leader of the party opposing the universal application of the oral method. He himself taught by the manual method—the pure one, without signs—from 1878, when he became principal, until 1891, when the oral method was made the only one employed in Norway. Before 1878 he had used the old French method, manual alphabet and signs. Mr. Finch always held that only sixty, perhaps seventy, per cent. of the pupils ought to be taught by the oral method.

It may be mentioned that the Government Inspector of abnormal children's schools has always been closely in accord with Mr. Finch as to opinions, but the National Assembly has not yet been persuaded that the decision of 1891 was wrong.

Another of Mr. Finch's followers is Mr. Bjorset of the Holmestrand school, who has, however, also opinions of his own.

It is a peculiarity of the Norwegian school system that the pupils of low intellect are brought together in one school, that at Hamar, and the principal here, Mr. Elias Hofgaard,—by the way the teacher of Ragnhild Kaata—strongly supports the oral method, only allowing natural signs to a greater extent amongst feeble-minded children.

The aim of the partisans of the late Mr. Finch is to have the method changed at the Hamar school, but they do not quite agree as to what system should take the place left by the oral method, some wishing to have the feeble-minded children educated by the sign-manual method, doubting the effectivity of the

pure method of alphabet and writing as to such pupils. I do not believe that any change is imminent as long as Mr. Hofgaard is at the head of the Hamar school.

The late Mr. Finch's now vacant place will be difficult to fill. He was so able a man and so conscientious a worker that even his antagonists feel that the cause of the education of the deaf in Norway has sustained a great loss. We have not many such men to lose.

TABLE I.—SPEECH-TEACHING IN AMERICAN SCHOOLS FOR THE DEAF, 1898-1901.  
Statistics compiled from the American Annals of the Deaf.

SCHOOL	1898-99	1899-1900	1900-1901	1901-1902
Seventieth St. School.....	112	95	98	
South May St. School.....				

Ill.	Chicago, Twenty-first St. School.	36	81	24	23	6	14	16	21
"	"	190	193	200	275	28	24	26	33
"	Jacksonville School.	190	193	200	275	418	525	525	536
"	Rock Island School.	...	...	...	...	...	...	...	6
"	"	...	...	...	...	...	...	...	8
Ind.	"	...	...	...	...	...	...	...	...
"	"	105	104	98	103	108	148	146	153
Iowa	"	46	64	66	94	55	70	66	95
Kan.	"	58	99	116	100	40	61	86	68
Ky.	"	117	150	145	168	169	152	173	141
La.	"	15	20	21	...	23	85	46	57
"	"	25	31	27	28	28	6	19	19
Me.	"	40	55	64	59	68	70	84	82
Md.	Baltimore, Hollins St. School.	26	37	25	26	26	...	...	...
"	"	...	...	...	...	...	...	...	27
"	"	...	...	...	...	...	...	...	20
"	Frederick City School.	60	49	58	56	62	62	72	60
Mass.	Beverly School.	15	17	14	2	19	14	14	20
"	Boston, Jamaica Plain School.	99	106	115	109	116	119	124	127
"	"	131	145	152	158	166	150	150	145
"	"	9	4	8	10	10	9	10	11
Mich.	"	...	...	...	...	...	...	...	5
"	"	...	...	...	...	...	...	...	36
"	"	94	111	126	157	196	220	242	286
"	"	...	...	...	...	...	...	...	19
"	"	...	...	...	...	...	...	...	7
"	"	...	...	...	...	...	...	...	5
"	"	42	40	34	37	41	36	27	26
"	"	...	...	...	...	...	...	...	...
Minn.	"	99	115	107	92	90	85	68	59
Miss.	"	20	21	17	28	...	...	36	65
Mo.	"	68	61	66	24	85	76	65	64
"	"	37	37	20	12	20	20	15	10

<sup>1</sup> The words "or chiefly" were added to this description in 1896 and have since been used.

The statistics of the Chicago Schools were given consolidated up to the year 1897.



TABLE I—CONTINUED.—SPEECH-TEACHING IN AMERICAN SCHOOLS FOR THE DEAF, 1898-1901.  
Statistics compiled from the American Annals of the Deaf.

Schools for the Deaf in THE UNITED STATES	
arranged alphabetically according to location.	
Mo. St. Louis, Henrietta St. School...	
" South St. Louis School.....	
Mont. Boulder School.....	
Neb. Omaha School.....	
N. J. Trenton School.....	
N. M. Santa Fe School.....	
N. Y. Albany School.....	
" Buffalo School.....	
" Fordham School <sup>1</sup> .....	
" Malone School.....	
" N. Y. Lexington Ave. School.....	
" " Wash'ton H'ghts School...	
" " West 76th St. School.....	
" Rochester School.....	
" Rome School.....	
N. C. Morganton School.....	
" Raleigh School.....	
N. D. Devil's Lake School.....	
Ohio. Cin'nati, W. Sixth St. (Oral) Sch.	
" " " (Manual) Sch.	
" " East Sixth St. Sch. ....	
" Cleveland School.....	
" Columbus School.....	
" Dayton School.....	
" Elyria School.....	

[illegible]

**In the statistics of the Fordham School the pupils of its Westchester and Brooklyn branches are included.**

TABLE II.—SPEECH-TEACHING IN CANADIAN SCHOOLS FOR THE DEAF, 1898-1901.  
Statistics compiled from the American Annals of the Deaf.

Schools for the Deaf in CANADA arranged alphabetically according to location.	Total Number of Pupils TAUGHT SPEECH.	Number of Pupils Taught Wholly or Chiefly by the ORAL METHOD.
Man. Winnipeg School.....	1	1
N. B. Fredrickton School.....	1	1
N. S. Halifax School.....	1	1
Ont. Belleville School.....	1	1
P. Q. Montreal:		
" Berri St. School.....	1	1
" Mile End School.....	1	1
" Notre Dame de Grace Sch.	1	1

# HISTORICAL NOTES CONCERNING THE TEACHING OF SPEECH TO THE DEAF.<sup>1</sup>

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## APPENDIX 49.

### EXTRACTS FROM THE EARLY REPORTS OF THE HARTFORD SCHOOL SHOWING THE ATTITUDE OF THE SCHOOL TOWARDS SPEECH TEACHING. 1817-1819.

[The following extracts from the first three reports of the Hartford School contain everything in these reports relating to the teaching of speech, and the attitude of the school towards articulation teaching. They also contain the history of the school, its general policy, and a description of the methods of instruction pursued.

Most of the early reports, if not all of them, were written by the Rev. Thomas Hopkins Gallaudet, although other names are appended, and his name does not appear at all in this connection.

The following extracts are taken from Gallaudet's letter to his Board of Directors dated January 11, 1830 (before the appearance of the 14th Annual Report, May 8, 1830), in which he recites various services he had rendered the Institution without recognition:

“Our vacations are but two months in the year; during some of these, it has fallen to my lot, in common with the other instructors, to remain and take a general oversight of the establishment, and of such of the pupils as did not return home, and during others, and

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<sup>1</sup>By Alexander Graham Bell. Six chapters of this work have been published in Vol. II, also Appendices A to P, see Index to Vol. II. For Appendices Q to 39 see Index to Vol. III. For Appendices 40 to 48 see Vol. IV, pp. 19 to 41.—ED.

nearly all of the vacations in the spring, I have been detained by the business of the annual meeting happening at that time, and by the preparation of the annual reports, twelve of which I have written, and arranged and prepared the original compositions of the pupils for the press: a labor demanding no small amount of time and care." \* \* \* \* \* "In support of this position, may I allude to the peculiar difficulties which I had to encounter, and which, by the blessing of God, I overcame while in Europe; to the amount of funds which I was instrumental in raising; to the successive annual reports which I have prepared, to the impressions made by means of addresses, and sermons, and public exhibitions, on legislatures and the inhabitants of some of our largest cities, and on the Congress of the United States, favorable to the prosperity of the Institution; to the securing, by previous correspondence and by my own personal attendance on their respective legislatures, the appointment of commissioners from the New England states, and the abandonment of projects almost ripe for execution, for the establishment of other schools, and the concentration of public patronage on one for all New England; to the conducting for years a very delicate and difficult controversy, if it may be so called, with the New York Institution, and affording complete satisfaction to the Commissioners chosen on the part of that state to visit the Institution of the superiority of our mode of instruction; to the enlisting the feelings and good will of hundreds of respectable visitors from all parts of the union; to the carrying on a correspondence with distinguished individuals, and officers of government with regard to the interests of the deaf and dumb generally and the welfare of this institution more particularly; to the making improvements in the course, and manner of instruction, and in the religious exercises of the pupils; to the educating some pupils who are now assistant teachers, and to the furnishing in the early progress of the school specimens of the attainments of the pupils which excited surprise even in the older establishments in Europe; and in these, and other ways, to the securing to this institution, while yet in its infancy, the approbation and patronage of our own country, and an elevated rank among those of long standing in foreign countries. So far as I have been instrumental, under

the support of a kind superintending Providence, in the accomplishment of these objects; and, so far as I have performed the more ordinary business of the institution with promptness, dispatch and success, ought not a proper regard to be had to the qualifications in the possession of which I originally entered into your employment?

“Are not the services of all public agents and professional men estimated in this way, and ought my services, then, to be estimated by the precise number of hours and minutes that it has taken me to render them; or ought I in this respect to be placed on a level with younger men, who have not had the same advantages of experience and of education as myself?”

The above extracts are taken from the *Life of Thomas Hopkins Gallaudet*, by his son Edward Miner Gallaudet, Henry Holt & Co., New York, 1888, pp. 171 and 183.—A. G. B.]

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(From First Report of Hartford School, 1817, June 1).

“About two years since, seven persons met in this city, and appointed a committee to solicit funds to enable Mr. Gallaudet to visit Europe, for the purpose of qualifying himself to become an instructor of the Deaf and Dumb. The generous promptitude with which means were furnished, put it in his power to embark soon after for England. Not meeting with a satisfactory reception at the London Asylum, he went to Edinburgh. Here new obstacles arose from an obligation which had been imposed upon the institution in that city not to instruct teachers in the art for a term of years; thus rendering unavailing the friendly desires of its benevolent instructor, and the kind wishes of its generous patrons. After these repeated disappointments and discouragements, in which, however, let us behold a providential hand, Mr. Gallaudet departed for Paris, where he met with a very courteous and favorable reception from the Abbé Sicard, and soon commenced his course of lessons in the establishment over which that celebrated instructor presides. An arrangement made with Mr. Laurent Clerc, himself deaf and dumb, one of the professors in the institution of Paris, and well known in Europe as a most intelligent pupil of his illustrious master, enabled Mr. Gallaudet

to return to his native country with this valuable assistant, much sooner than had been expected. By this circumstance, a new zeal in the cause was excited, in some measure commensurate with the more favorable auspices under which the interests of our Asylum now appeared. They arrived in this place in August last, and soon after visited some of our large cities for the purpose of soliciting funds for the establishment; with what success, may be learned by referring to the treasurer's account connected with this report. Many instances of individual munificence will be found recorded in the list of donations. The patrons of this institution need not our thanks: They have a higher gratification in the reflection, that they have contributed to the means which are now using, for shedding light upon many an immortal mind, which, but for their munificence, might otherwise have remained in darkness. We solicit their prayers that the means they have furnished may be so blessed as to promote the cause of Christ, and the eternal welfare of those who are here benefited by their bounty.

"In May, 1816, the legislature of this state passed an act incorporating this institution; and in October last made a grant of five thousand dollars in aid of its funds.

"The establishment was opened on the 15th April, and it already contains upwards of twenty pupils, whose names are subjoined to this report. A number of them are of full age, some of whom have expressed much interest at the attempts which have been made, as yet in a very imperfect manner, to explain to them some of the simplest doctrines of revelation.

"When we look back we have surely cause for abundant gratitude to God for what has already been accomplished; and although we have to lament that our means are altogether inadequate to the support and instruction of those pupils who are in indigent circumstances, let us look forward with humble confidence that HE by the word of whose power the dumb spake, can prepare the way before us, and will if he see fit, make use of this Asylum as an instrument, not only to increase the temporal happiness of those who may become objects of its care, but to communicate to them a knowledge of himself as their only Saviour, and of those mansions of rest where all will equally rejoice in

the participation of happiness without imperfection, and without end.

"Hartford, June 1st, 1817.

DANIEL WADSWORTH,	} Committee."
WILLIAM ELY,	
HENRY HUDSON,	

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(From Second Report of Hartford School, 1818, May 16).

"Thus far the labours of the instructors have been principally directed to the improvement of the pupils in *written language*. This is the only avenue to the various departments of knowledge which books contain, and which must, forever, be inaccessible to the deaf and dumb, until they become familiar with the powers and use of letters in their various forms and combinations. This, also, is necessary even for the purposes of their common intercourse with mankind, most of whom know nothing of the manner in which thoughts can so easily and distinctly be expressed by signs and gestures.

"Some simple lessons, however, have been given the pupils in astronomy, and geography; and their views of the world which they inhabit have been much enlarged by occasional descriptions of its mighty and diversified population, with its varieties of climate, manners, customs, and government. Still, correct orthography, the meaning of words, and their combination into phrases and sentences, have been the objects of instruction to which the attention of the teachers has been, and must, for some considerable time to come, yet be, principally, directed. The magnitude of their task, in this respect, will doubtless be duly appreciated by all reflecting minds, when it is considered, how many years of patient labour must be bestowed even upon those youth who are in possession of all their faculties, before they are able to read and write their mother tongue correctly; possessing, too, as they do, a most invaluable privilege of which the deaf and dumb are deprived,—the constant opportunity of learning language by their daily intercourse with mankind.

"How far the use of written language, as a medium for the communication of thought, has been successfully taught in the Asylum during the past year,



may be perhaps estimated from a few specimens of the compositions of some of the most advanced pupils, *entirely original* with regard to thought, style, choice of words, and orthography, which are annexed to this report." \* \* "The system of instruction, in its general outlines, is like that so successfully pursued in the Institution in Paris. It sprung from the wonderful genius of the Abbé De L'Epée. His successor is the venerable Abbé Sicard who still, in the decline of life, enjoys all the freshness and energy of youth, and like some stately tree of the forest, extending its arms, as if for the support and protection of the plants which fondly encircle its trunk, spreads his parental care over the unfortunate children to whose happiness his talents and life have been devoted. This father of the deaf and dumb is now exhibiting, even to this new world, the most satisfactory proof of the admirable perfection to which he has carried the system of his predecessor, in the attainments of his interesting and worthy pupil. This system, however, so matured in all its philosophical principles, and so sure of efficacy in its practical result, is yet, in some respects to be accommodated to the peculiar structure and idioms of our own language. The regular course of lessons in the Asylum is yet to be reduced to method, and its instructors, with the exception of Mr. Clerc, to whom our country will ever be indebted for the possession of his curious and ingenious art, are yet under his skill and guidance, to be trained to the complete mastery of the science and practice of their profession.

"The instructors have felt it to be their duty to exert themselves to convey useful religious knowledge to their pupils, and there is reason to believe that their exertions have not been without success. In a regular series of written lectures, always explained and illustrated by signs, the principal events recorded in the sacred volume, with some of its essential doctrines, have been communicated to the most attentive group of expectants of delight, which perhaps the eye ever witnessed. To their astonished view has been opened the sublime idea of the Infinite and Eternal God, the Creator and Sustainer of all things, concerning whose existence and character some of these imprisoned minds seemed to have had scarcely any conception, while those of mature age, who had been led by the in-

struction of their friends to the contemplation of some Being in the heavens, evidently had formed of him the most crude, and, in some instances, the most absurd notions. A knowledge, also, of the souls immortality, of a future state of retribution, and of the manner in which their eternal existence may be rendered happy, has been, in part at least, unfolded to them. They have been taught, too, how much love they owe to their Heavenly Father; how they ought, by their own expressive language of signs, to pray to him; and how they are bound to imitate the example of Christ in the habitual exercise of charity and good-will towards all their fellow-men. The more advanced pupils have understood these truths to a very considerable extent, and all have made such progress in the acquisition of religious knowledge, as to sanction the belief, that nothing but persevering efforts will be necessary for the complete development to their minds of those truths, the understanding and belief of which, under the blessing of God, will conduce to their own present and future happiness, and fit them for usefulness in the world. It is a fact, too, which ought to encourage the hopes, and animate the prayers, of all the friends of the Asylum, that the knowledge already imparted to the pupils has had a very happy influence upon them; while the eagerness with which they receive instruction and the interest with which they often converse about it with their teachers, and among themselves, afford a truly animating prospect." \* \* \* \* \*

"In the name of the Directors,

JOHN RUSS, *Clerk.*

"*Hartford, May 16, 1818.*"

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(From Third Report of Hartford School, 1819, May 15.)

[This report contains the policy of the school, a statement of the methods of instruction employed, and defines the attitude of the school towards articulation teaching. It contains also a list of pupils; receipts for board and instruction, containing incidentally the names of parents of the pupils; the by-laws of the Connecticut Asylum; and a prospectus in which occurs the following passage: "Cases have occurred in which, from the

want of sufficient information with regard to the regulations of the Asylum, it has been found necessary to refuse admittance; and the friends of the pupils have thereby incurred the expense of a long and useless journey." (See Appendix P, REVIEW, Vol. II, p. 518).

This report also contains a copy of an act passed by the General Assembly of the State of Connecticut, 1819, May 1, changing the name of the Institution from "The Connecticut Asylum for the Education and Instruction of Deaf and Dumb Persons," to "The American Asylum at Hartford for the Education and Instruction of the Deaf and Dumb."—A. G. B.]

"It was necessary to send abroad for a knowledge of the art of instructing the Deaf and Dumb. This art must be communicated to others. It must in some measure be accommodated to the peculiar structure and idioms of our language. All this demands new teachers, time, patience and labor. \* \* \* \* \*

"The Congress of the United States has made a generous grant to the Asylum of more than 23,000 acres of land. \* \* \* \* \*

"During the past year the pupils have been distributed into five classes under their respective teachers. The course of instruction has been that which was concisely laid down in the last report. The instructors, by a constant familiar intercourse with the deaf and dumb, which a residence under the same roof with them has furnished, and still more, by means of the daily lectures on the language of signs, which have been given by their ingenious and experienced associate, Mr. Clerc, have made such attainments in the acquisition of the principles of this science, that they hope very soon to become masters of their profession, and thus to secure its advantages, beyond the danger of loss.

"Their efforts have still been, and will continue to be directed to the improvement of the pupils in *written* language. Four different modes of communication are employed in conducting the business of instruction. The *first*, on which all the rest are founded, and without which every attempt to teach the deaf and dumb would be utterly vain and fruitless, is the natural language of signs, originally employed by the deaf and dumb in all their intercourse with their friends and each other

singularly adapted to their necessities, and so significant and copious in its various expressions, that it furnishes them with a medium of conversation on all common topics the very moment that they meet, although, before, entire strangers to each other, and it is even used by themselves, in a vast variety of instances, to denote the invariable operations of their minds and emotions of their hearts.

“The *second* mode of communication, is the *same* natural language of signs, divested of certain peculiarities of dialect which have grown out of the various circumstances of life under which different individuals have been placed, reduced to one general standard, and methodized and enlarged by the admirable genius of the Abbé de L’Epée and the still more ingenious improvements of his venerable successor, the Abbé Sicard, so as to accommodate it to the structure and idioms of written language, and thus to render it in itself a perspicuous, complete and copious medium of thought, bearing so strong an affinity to the Chinese language of hieroglyphical symbols, that what the profound Mr. Morrison, in the preface to his very elaborate dictionary of the language of that singular people, says of the one, may with exact truth be applied to the other. ‘To convey ideas to the mind by the eye, the Chinese language answers all the purposes of a written medium, as well as the alphabetic system of the west, and perhaps, in some respects better. As sight is quicker than hearing, so ideas reaching the mind by the eye, are quicker, more striking and vivid, than those which reach the mind by the slow progress of sound. The character forms a picture, which really is, or by early associations is considered, beautiful and impressive. The Chinese fine writing darts upon the mind with a vivid flash, a force and a beauty of which alphabetic language is incapable. Chinese writing is also more permanent than the alphabetic system, which is ever varying its spelling with the continually changing pronunciation of the living voice. Perhaps the Chinese written language has contributed in some degree to the unity of the Chinese nation.’ All this without exaggeration, is equally true of the language of the deaf and dumb when reduced to a regular system, so that it differs from the Chinese language, only, or principally, in this respect, that the latter forms its symbols with

pencil, while the other portrays them by gesture, the attitudes of the body and the variations of the countenance.

"The *third* mode of communication, is by means of the manual alphabet, by which the different letters of our English language are distinctly formed by one hand.—This enables the deaf and dumb, after they have been taught the meaning and use of words, to converse with their friends with all the precision and accuracy of written language, and with four times the rapidity with which ideas can be expressed by writing. A person of common understanding can very soon learn this alphabet, and it affords to all who will bestow the trifling pains which are necessary to acquire it, a ready, easy, sure and expeditious mode of conversing on all subjects with the deaf and dumb.

"The *fourth* mode of communication, is by means of writing. This is habitually employed in the school rooms, and by it the pupils are taught the correct orthography of our language, to correspond by letters with their friends, and to derive from books the vast-treasures of knowledge which they contain.

"*Articulation* is not taught. It would require more time than the present occasion furnishes, to state the reasons which have induced the Principal of the Asylum and his associates not to waste their labor and that of their pupils upon this comparatively useless branch of the education of the deaf and dumb. In no case is it the source of any original knowledge to the mind of the pupil. In few cases does it succeed so as to answer any valuable end: But its real value may well be estimated from the opinion of one of the most distinguished philosophers of the age, who for many years resided in Edinburgh, where Mr. Braidwood, perhaps the most accomplished teacher of articulation to the deaf and dumb which the world ever saw, lived and kept his school. The mere mention of the name of Dugald Stewart, is sufficient to give force to any sentiments which so profound an observer of the human mind may have expressed on this interesting subject. In his account of James Mitchell, a boy born blind and deaf, published in the transactions of the Royal Society of Edinburgh, Part First of Vol. VII, page 39, he says: —' But Sicard's aim was of a different, and of a higher nature; not to astonish the vulgar by the sudden

conversion of a dumb child into a speaking *automaton*; but, by affording scope to those means which nature herself has provided for the gradual evolution of our intellectual powers, to convert his pupil into a rational and moral being.'—And again, page 46. 'I have been led to insist at some length on the philosophical merits of Sicard's plan of instruction for the Dumb, not only because his fundamental principles admit of an obvious application (*mutatis mutandis*) to the case of Mitchell; but because his book does not seem to have attracted so much notice in this country as might have been expected among those who have devoted themselves to the same profession. Of this no stronger proof can be produced, than the stress which has been laid, by most of our teachers, on the power of articulation, which can rarely, if ever, repay to a person born deaf, the time and pains necessary for the acquisition. This error was, no doubt, owing, in the first instance, to a very natural, though very gross mistake, which confounds the gift of speech with the gift of reason; but I believe it has been prolonged and confirmed in England, not a little, by the common union of this branch of *trade* with the more lucrative one, of professing to cure organical impediments. To teach the dumb to speak, besides, (although, in fact, entitled to rank only a little higher than the art of training starlings and parrots), will always appear to the multitude a far more wonderful feat of ingenuity, than to unfold silently the latent capacities of the understanding; an effect which is not, like the other, palpable to sense, and of which but a few are able either to ascertain the existence, or to appreciate the value.—It is not surprising, therefore, that even those teachers who are perfectly aware of the truth of what I have now stated, should persevere in the difficult, but comparatively useless attempt, of imparting to their pupils that species of accomplishment which is to furnish the only scale upon which the success of their labours is ever likely to be met with by the public.'

"Abandoning, then, the comparatively useless attempt to teach their pupils articulation, the instructors in the Asylum, have laboured rather to convey important intellectual and religious knowledge to their minds by means of the four modes of communication which have been already mentioned. With what success these labours have been crowned can be best appreciated by

those who have had an opportunity of witnessing the very satisfactory progress of the pupils; by the inspection of their own original compositions; and from the testimony of their parents and friends, who, it is confidently believed, have in all cases expressed the most unqualified approbation of the attainments which they have made in a comparatively short space of time.

“The mere improvement, of the pupils, however, in intellectual knowledge has formed but a part of the plan which the Principal and his associates, together with the Superintendent and his lady have pursued. The original design of this Institution was to make it *the gate to heaven* for those poor lambs of the flock who have hitherto been wandering in the paths of ignorance, like sheep without a shepherd. Separated, for a season, from their own families, they have been assembled under the same roof, having their teachers for their companions and friends, and provided with a temporary father and mother to whom they could continually resort for protection and counsel. As fast as their opening understandings have been capable of receiving the simple doctrines of the gospel, have these doctrines been unfolded to their view. Most of the important facts recorded in the sacred oracles have been communicated to them, and the interesting truths of revelation addressed to their consciences and urged upon their acceptance. During the past year, both in the school and in the family, those who have had the care of their government and instruction, have witnessed occasional seasons of seriousness among them when it seemed as if God was of a truth very near to their souls. ‘What shall I do to be saved?’ is a question which, in hundreds of instances, has been proposed by many of them in their own expressive language, with a look of entreaty more earnest than words could describe. And it is a fact which should be very encouraging to all the lovers of evangelical truth, that the humbling doctrines of salvation *alone* through the blood of JESUS CHRIST, and of sanctification *alone* through the influences of that SPIRIT which HE died to purchase, have been the very doctrines which have afforded these children of misfortune consolation, encouragement and support. The phraseology of their Divinity continually alludes to JESUS CHRIST. He seems to be the palpable object of faith upon which



their minds most easily fasten. Under the direction of the heads of the family they surround the morning and evening altar of devotion. Their supplications to their Father who is in Heaven are expressed by their teachers in their own native language of signs. No one who witnesses the almost breathless attention with which they encircle the organ of their communication to heaven, and the intenseness with which they observe the petitions which he offers up, can doubt for a moment, that all of them think the duty in which they are engaged a very serious one, that most of them understand its true import, and that many of them actually worship the Father of their spirits in spirit and in truth.

“What is still more affecting, the fact has often occurred, and among a large proportion of the whole number of pupils, not excepting the very youngest, that silent, unostentatious and retired, they have been observed, secretly offering up, by signs and gestures, their broken and imperfect, though sincere requests to their Father who is in Heaven. ‘Does God understand signs?’ is a question which they have more than once put to their guardians, and an answer in the affirmative has brightened their faces with the liveliest expressions of gratitude and hope and joy. \* \* \* \* \*

“In the name of the Directors,

SETH TERRY, Clerk.

“Hartford, May 15, 1819.”

*(To be continued.)*



## REVIEWS.

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### **Thirty-ninth Biennial Report of the Kentucky Institution for Deaf-Mutes at Danville. 1901.**

The Board of Commissioners, through its President, makes a strong appeal for enlarged facilities for the rapidly increasing number of children in the school. There have been no additions to the buildings in many years, and in the last ten years the attendance has doubled. The Commissioners ask for two buildings to cost \$25,000 each, one for little boys, and the other for little girls; also for a steam plant and laundry to cost \$20,000; also additional annual appropriation of \$5,000.

[Since the above was put in type, the Legislature has granted to the school \$60,000 for buildings and \$4,000 additional allowance for purposes of maintenance.—ED.]

The superintendent of the school, Mr. Augustus Rogers, reports an attendance of 356 pupils, with a total enrollment during the two years of 483. The Census Bureau reports give the names of over 700 deaf children of school age in the state, showing a large number not enjoying the benefits of an education. It would be useless however to attempt to get these children into the school until the crowded condition of the buildings is relieved.

With reference to the methods of the school the Superintendent speaks as follows:

“The methods most used in the education of deaf children are the manual method, in which writing, finger spelling, and the sign language to a limited extent are employed; and the oral method by which deaf children are taught to articulate, or to speak, and to read the lips, receiving instruction by noting the movement of the lips of the teacher and by writing, making no use of the conventional sign language and the manual alphabet. Those schools using the latter method only are known as oral schools, while those using both methods are generally designa-

ted as combined method schools, and it is to the latter class that this institution belongs.

"Every child, who enters our school at a proper age, is given an opportunity to learn speech and lip-reading, but if after a fair trial little or no progress is made, we transfer it to the manual department where it is taught by the manual method as explained above.

"Of the pupils in school at this time, 141 are taught orally. It should not be understood that these oral pupils have no knowledge of the sign language, or that they receive no instruction through this language, for we use signs freely in our morning chapel services, and all of our pupils use them out of school in their daily intercourse with each other.

"Until the present year, we have had a number of pupils, from five classes of the manual department, who received a drill in articulation of fifty minutes each day under one of our oral teachers, but after noticing carefully the progress of these pupils for several years, we have decided that it is not advisable to continue this work longer, and that it is more profitable for this teacher of articulation to devote her whole time to one class."

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### **Biennial Report of the Virginia School for the Deaf and the Blind at Staunton. 1901.**

The report of the Superintendent, Mr. Wm. A. Bowles, gives the school enrollment of 212 pupils, which number fills the dormitories to their utmost capacity and compels the rejection of fifteen or twenty eligible children. The census returns show over 700 deaf children and blind children of school age in the state, which leads Mr. Bowles to urge that provision be made for the education of the colored deaf and the colored blind of the state who it may be inferred have not at present any educational privileges. Mention is made of two of the graduates of the school having passed the entrance examination to Gallaudet College, and it is added that they are the first congenitally deaf pupils of the school who have succeeded in doing this.

Regarding the course of instruction Mr. Bowles says:

"The course of instruction is about what is found in our public schools. The first object in the education of the deaf is to give them a command of written English, as that is to be the mode of communication with the great majority of them, when

they go out from school. A part of each Sunday is devoted to the study of the Bible, with such instruction as to avoid all sectarian teaching. Our instruction in the Deaf Department for the most part is by the combined method, *i. e.*, partly by signs, partly by manual spelling, and partly by the oral method. All who possess special aptitude for speech and lip reading are put into the articulation or oral classes."

Application is made for a new school building to cost \$9,000 and an addition to the dining-room to cost \$3,500. These additions if made will provide room sufficient for all needs for fifteen years to come.

A "Session Book" is issued as a pamphlet which gives a complete time-table and programme for the year, showing among other things the duty days and hours of the teachers with their turns in chapel, study hour, and as editors of the school paper.

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#### **Report of the Maryland School for the Deaf at Frederick. 1901.**

The principal, Mr. Chas. W. Ely, reports an attendance during the past two years of 129, with 100 present this session. The retirement from the work is noted of Mr. Chas. M. Grow who himself deaf had been a teacher of the deaf continuously for fifty years.

With regard to methods employed the Principal states the practice of the school as follows:

"Every pupil at entrance is put in a speech class under a skillful teacher of experience and is continued there for a year. At the end of that time there is a re-classification, the less promising cases being transferred to other classes where their instruction is continued by other methods, some of them however receiving daily lessons in speech.

"In other classes we employ the language of signs to a limited extent, finger spelling and writing. We endeavor by the shortest and most efficient means to reach the mind and heart and develop the mental and moral powers. We aim to give the pupils the ability to express their thoughts in correct English and as far as possible to furnish their minds with needed knowledge. Our course of study is similar to that of the public schools."

**Storia del R. Istituto Nazionale pei Sordomuti in Genova**  
[History of the Royal National Institution for the Deaf in Genoa], by Rev. S. Monaci. Second edition. Genova, tip. Sordomuti, 1901.

In the month of May, 1801, the Rev. O. Assarotti began in his room the instruction of some poor deaf in Genoa. His private school soon became the most important Institution for the Deaf in Italy. They say that O. Assarotti used an eclectic system, but from the beginning he adopted the didactic means of the French school. He had also an epistolary correspondence with the celebrated Abbé Sicard.

The fame of the school of Genoa attracted many clever men to study the method of instructing the deaf, and this was the origin of the diffusion of this special branch of education in Italy. For this reason O. Assarotti was justly called the Italian De l'Epée.

Rev. S. Monaci, the Principal of the Institution of Genoa, gives us a particularized history the work of O. Assarotti and of his successors, and of the development of the school of Genoa from its foundation until our day. The first edition was published in 1892, when the second national meeting of the Italian teachers took place in the Royal Institution of Genoa. But the second edition of it is entirely a new work, rich in 169 historical and statistical documents, and 88 fine illustrations. It is a very fine volume of 331 and CCXLII pages.

This new edition was published at the expense of the Institute, on the occasion of the centennial commemoration of its opening, (May, 1901).

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**Metodo per insegnare la lingua ai sordomuti con la parola**  
[Method for teaching language to the deaf by speech].  
C. Perini, Milano, 1902.

Of this work, issued for the first time in 1878, Prof. Ferreri wrote: "The Manual of Prof. Perini is the most complete among the practical treatises for the teaching of language according to the oral system. It is therefore to be recommended to young teachers. They can take from it much knowledge and

find in it a guide for the graduated teaching of the language, even if they do not follow the method of this Manual." (The Deaf-mute and his Education. Vol. II, p. 324.)

Prof. Perini has reprinted his Manual now, with many didactic notes and with some very useful instructions on the subject of teaching language, in the introduction of the Manual and in the preface of every grade of the lessons.

There are 177 lessons divided into three courses. Every course is divided into several grades, as follows:

I course.—1st grade, 19 lessons; 2d grade, 20 lessons; 3d grade, 9 lessons; 4th grade, 11 lessons; 5th grade, 18 lessons; 6th grade, 5 lessons.

II course.—1st grade, 12 lessons; 2d grade, 21 lessons; 3d grade, 12 lessons; 4th grade, 13 lessons.

III course.—1st grade, 8 lessons; 2d grade, 5 lessons; 3d grade, 8 lessons; 4th grade, 8 lessons; 5th grade, 8 lessons.

As the conclusion of this work, one reads a valuable chapter on the teaching of matters of general culture in the schools for the deaf. This work has been translated into French.

**Rassegna della Educazione dei Sordomuti** [Review of the Education of the Deaf]. Vol. IX, No. 1, No 2. Naples. Italy.

The Rassegna of Naples, which now enters the 9th year of its life, adds to its title that of the magazine of Siena, L'Educazione dei Sordomuti, which was obliged to suspend publication last December. Thus with the title is also added to the Rassegna the collaboration of Prof. G. Ferreri, who although at present making a tour in the United States, does not cease to write upon the education of the deaf for several magazines of our specialty.

The Rassegna now contains all the living energies of the Italian school of the deaf, having for its principal redacteurs the prominent Directors of the Association of the Italian Teachers of the Deaf—Fornari, Scuri, Ferreri.

The program which the renovated magazine proposes to itself is condensed in the following words:

"To form the national conscience of a great educational work in favor of a class of unhappy people for which until now public and private charity have provided; to form in the poor deaf the conscience of their rights and duties toward their country."

The first number of the new year contains a good contribution to the study of the most vital questions of our school.

The principal and more valuable articles are the following:

1. The XXVIIIth Conference of the Teachers of the Deaf in Zurich, by P. Fornari.
2. Biennial Conference of the English Teachers of the Deaf at Oxford, by G. Ferreri.
3. About the Public Examinations of the Deaf, by V. Locatelli.
4. The Phonograph and the Deaf.

Another interesting part of the Italian magazine is the Bibliography, in which is given an account of every publication upon the deaf in the world. But the Bibliography is not limited to the examination of the modern publications; G. Ferreri begins a review of some publications of our special literature which have remained little known, or are rare. This retrospective review will be a useful contribution to the history of the Pedagogy of the Deaf. The first work which is the object of Prof. Ferreri's analysis is the book published by Mr. L. P. Paulmier, the prominent companion of the celebrated Abbé Sicard, under the title: "*Considerations sur l'instruction des sourds-muets*," (Considerations upon the instruction of the Deaf and Dumb) Paris, 1844. This article seems to be very interesting for the history of the French school, and Prof. Ferreri demonstrates with a literal quotation from the book itself, the circumstance that the famous results of the French school were the effect of the education of a few exceptional pupils, who could by means of writing, and after many years of application, reach an uncommon grade of instruction. Another remarkable Bibliography of G. Ferreri is the criticism of the recent English publication: "Arnold on the Education of the Deaf: A Manual for Teachers: Revised and rewritten by A. Farrar." Among the Miscellaneous we read a brief account of the Annual Meeting of the Directors of our

Association, which took place the 28th of December, 1901, at Washington. A second Italian edition of the 1st volume of the Manual: "Il sordomute e la sua educazione," (The Deaf and his Education), by G. Ferreri will soon be issued.

The February number presents the following:

An article "which demonstrates that arithmetic is not an opinion," by E. Scuri. The author shows that the good financial condition of the Royal Institution for the Deaf in Rome is not owing to the merit of the present Administrators, but is due to the provisions taken in 1841 by the Pope Gregorio XVI and, after 1874, by the Italian Government. At present the Provincial Administration of Rome provides for the support of 80 pupils.

"Another word about the battle of methods," by G. Ferreri. The same article was issued in the January number of the American Annals, of which we gave an account in the February number of our REVIEW (see page 86).

**Memoria del Instituto Nacional de ninas sordomudas correspondiente al ano 1900** [Report of the National Institute for Deaf Girls, for the year 1900]. Buenos Ayres, 1901.

With the decree dated Jan. 13, 1901, the Government of the Argentine Republic separated the department of the deaf girls from the National Institute of Buenos Ayres, thus giving origin to a new Institute dedicated exclusively to the education of girls. Miss Maria Anna McCotter became its principal. She now gives the first annual report of the new Institute. In order to interest the Government in extending the instruction of the deaf, Miss McCotter prefaces her report with some brief considerations upon the conditions of the deaf, and the necessity of their education.

The writings of Prof. G. Ferreri (Italy) and of Dr. E. Saint-Hilaire (France) served as a base for the pedagogical part of the report.

We learn besides from this report that in 1895 the census demonstrated the existence of 5627 deaf in the Argentine Republic. Of these Argentines 2623 were males and 2466 were

females. The others, 538, were foreigners, 347 males and 191 females. The proportion between the number of deaf, and the total population of the country is  $1\frac{1}{2}$  per 1000. In comparing these figures with those of other nations, we find that the Argentine Republic contains more deaf than any other country except Switzerland.

The Institute has two departments: 1. A Normal school for the training of teachers of the deaf; 2. A school for the education of the deaf who are of school age. 12 pupil teachers attend the Normal school. The deaf pupils are 40. The method used is the pure Oral, introduced in Buenos Ayres by the Italian Serafino Balestra who was rightly called "the Apostle of Speech."

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**Nordisk Tidskrift for Dofstumskolan** [Scandinavian Journal of the Instruction of the Deaf], Goteborg, Sweden, No. 12, 1901, No. 1, 1902.

No. 12, 1901: "Dr. O. Kyhlberg," a biography—accompanied by a portrait—of Dr. Kyhlberg, for 25 years the very efficient and successful Director of the Manilla (Sweden) Institution for the deaf, and the Normal school for teachers of the deaf connected with that Institution. "Formal exercises in speech" (continued), by N. K. Larsen. "Report of the meeting of teachers of the deaf, blind, etc., May, 1901, at Abo, Finland," by Oskar Wichman. The meeting expressed its opinion relative to the question of the insufficient number of schools for the deaf, weak minded children, etc., that: 1st, the Government should at the earliest possible opportunity found a number of new schools for the deaf to meet the growing want; 2nd, the Government should place the schools for weak minded children on the same footing as those for the deaf and the blind, and establish a number of such schools; 3rd, that with these schools there should be connected homes for aged weak minded persons, and asylums for incurable idiots; and 4th, that if all other means fail to give education, instruction, and aid to these neglected classes of human society, compulsory education for all such children should be introduced by the Government. Miscellaneous communications.



No. 1, 1902: "Gerda Bergqvist," with portrait, a brief sketch of the life of Miss Bergqvist, one of the most efficient and successful teachers at the school for the deaf at Karlskrona, Sweden, born in 1858, and died June 29th, 1901. "A difference? Yes, there is a difference," by George Jørgensen, Friedericia, Denmark. The article refers to one by Director Forchhammer of Nyborg, [Nordisk Tidskrift, 1901, No. 5], in which Mr. Forchhammer expresses his joy at the change made in the method of instruction at the Friedericia Institution which—in his opinion—removes the difference of methods existing between the Nyborg and the Friedericia Institution. He refers principally to the reading in unison. This manner of reading, however, differs in the two institutions. Since the establishment of the Friedericia Institution in 1881, reading in unison was gradually introduced in all classes. At the beginning of every school hour, a single word or a sentence or a combination of several sentences was written on the black board and read in unison by all the scholars. To lead such reading so as to produce good results, is no easy matter. The person who leads must not only have a good ear but he must also possess a considerable amount of experience. Owing to circumstances beyond the control of the Director there were 30 changes in the staff of teachers at the Friedericia Institution during the period 1881-1896. The consequence was the reading in unison was frequently not what it should have been, and gradually these exercises at the beginning of every school hour had to be abandoned in many case, and at any rate were no longer obligatory. At last, in 1894, the staff of teachers seemed to have reached a state of permanency; and it was Mr. Jørgensen's desire to again introduce the reading in unison. We give in the following his own words: "Whilst considering this matter, I became strongly impressed with the idea that a great deal would be gained, if this reading in unison could be applied in all school hours, throughout the entire hour, and in all branches of instruction, and not only at the beginning of every hour for a few minutes. I reasoned in this wise: If I have 10 scholars in a class, and the length of the school hour is 50 minutes, and if I give the same length of time to each scholar, 5 minutes will be all the time

during which the scholar will speak. If there are 5 hours, instruction a day, each deaf child has only 25 minutes a day for practicing speech. But if the reading in unison is managed in a rational manner, each scholar will have at least 3 hours a day for speaking exercises." On the strength of these observations Mr. Jørgensen again introduced the reading in unison, at first in the lower classes; and with such excellent results as to cause him to extend it to all classes. When in 1891, Mr. Forchhammer was made Director of the Nyborg Institution, he also introduced reading in unison; but with this difference that for the writing on the black-board the phonetic alphabet which Mr. Forchhammer had constructed after long and laborious studies, was used. And herein lies the principal difference in the methods of instruction followed at the Nyborg and the Friedericia Institutions. Although both employ reading in unison, it is based on different principles. Each of these two institutions may, therefore, he said to follow its own method, and time only can show which will produce the better and more lasting results. "Rancdani" (from the *Revue Générale*), by A. F. Nyström. The story of a young deaf person of Italian birth who came to Paris about the year 1900, and spoke a strange language of his own, neither Italian nor French; showing the strange phenomenon of a deaf person who, through a very imperfect education and through the force of circumstances, acquired a written language entirely different from the language of his native country, but nevertheless a language following a certain system and invariably employing the same terms for the same objects. When asked for his name, he wrote it: "Rancdani." Reviews of books and periodicals. Miscellaneous communications.

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**Taubstummen-Courier** [Courier of the Deaf], Vienna, February, 1, 1902.

This monthly publication of 12 quarto pages is of course mainly devoted to matters which will be of interest to the deaf in Austria, but also keeps its readers abreast of everything going on in other countries. The Viennese are proverbial for

their cheerful character and for their love of innocent amusements. We, therefore, find in this journal accounts of several balls given by associations of the deaf, foot-ball games, and other athletic exercises, showing that the deaf of the city of Vienna spend many a pleasant hour at these social reunions.

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**Blatter fur Taubstummenbildung** [Journal of the Education of the Deaf], Berlin, January 1, and 15, February 1, and 15, 1902.

Contents of the first number: "Changes in the Regulations for the examinations of teachers of the deaf in Prussia," by E. Büttner. "Dr. Karl Friedrich Struve," by Dr. Schumann, Leipzig. Schumann shows in this article that it appears from a perusal of the large collection of newspapers and periodicals from the end of the 18th century, found in the library of the Institution for the Deaf at Leipzig, that Dr. Struve, district physician at Barua, Saxony, who died in 1807, was not only a man of humane views, having the interest of all his suffering fellow beings at heart, but that by his pen he advocated the instruction of the deaf on a most liberal basis. Considering that at a time when comparatively little interest was taken in the education of the deaf in Germany, he contributed numerous articles on the subject in newspapers, he may, in a theoretical sense, well be termed a pioneer of the education of the deaf in his native country. Miscellaneous communications.

Contents of the 2d number: "Educational Counsellor Graser," by E. Reuschert. Graser was born in 1766 at Eltmann, in Lower Franconia (Bavaria), of poor parents, and had already as quite a young boy to work for his daily bread. But, being an exceptionally bright boy, he managed to study for himself in his leisure hours. Kind-hearted persons who took an interest in him, enabled him to attend college, and finally the University of Würzburg, where he studied theology, and made such rapid progress that in his 20th year he became Doctor of Divinity and was ordained a priest. But his ardent desire was to work in the field of education, and for many years he most ably

filled various places as Director of educational institutions in Bavaria. He died at Munich in 1841. His work as an educator was by no means confined to the school-room, but his greatest merit consists in the large number of works on education published by him, which paved the way for a more thorough and liberal system of education in Bavaria, and which even at this day are considered as standard works on the subject. It must be mentioned as a curious fact, that Graser who never was actually engaged in the education of the deaf, nevertheless took the deepest interest in their well-being and advancement, and published the following works on the education of the deaf, which show that he had given deep thought to this subject: "The deaf-mute given back to human society by lip and sound language," 1829; 2d edition, 1834; "Urgent call for regular instruction of deaf-mutes," 1830; "The infant education of deaf-mutes." Miscellaneous communications: We note a report from Marburg in the Prussian Province of Hesse-Nassau, on the investigations made by Dr. Ostmann, Director of the Hospital for diseases of the ear, throat and nose at Marburg. Dr. Ostmann carefully examined the scholars in the public schools of the Marburg District, and published the results of his examination, from which it appears that of the 7537 children examined 2142 (28.4 per cent.) were hard of hearing in one or both ears, or were afflicted with still more serious defects of hearing. Similar examinations in other parts of Germany showed the same results. It is astonishing to note that the percentage of boys suffering from defective hearing (30 per cent.) was larger than that of the girls (26.8 per cent.). From official documents it appears that during the period 1867-1896, 18,318 men had to be dismissed from the Prussian army on account of defective hearing, whilst the proportion in the Bavarian army was still more unfavorable. Dr. Ostmann is of opinion that by proper treatment more than 50 per cent. of boys suffering from defective hearing can be cured so that they can hear distinctly at a distance of 8 meters (about 26 feet), and can, therefore, no longer be termed deaf. Announcement is made from Munich that from the 21st of May till the 4th of June, 1902, a course of lectures will be delivered for aurists and teachers of the deaf

by prominent specialists. The subjects will be: 1. Introduction to the examination of the ear of deaf-mutes; 2. Introduction to the anatomy and physiology of the organs of speech; 3. Introduction to the speech-instruction of partially hearing deaf-mutes.

Contents of No. 3: "Educational Counsellor Graser" (concluded), by E. Reuschert. Miscellaneous communications: Meeting of the Association of the teachers of the deaf of Berlin, held January 11th, 1902. One of the principal speakers, Mr. Löbe, in a carefully prepared speech treated the question, "Can we do more for the education of the deaf?" He recommended the following: 1. Compulsory education; 2. Preventive measures: the teacher should endeavor to become acquainted with the family conditions of his scholars. One way to reach this object is the introduction of meetings of the parents at stated intervals, with the view to learn the needs of their children. 3. Visits in the families of the scholars; 4. Material assistance. Many parents live in very straightened circumstances, and when they leave home to earn their living, either lock up their children or let them run on the street. Such children will not make good scholars. 5. Strict discipline; 6. Bring more sunshine into the school, *i. e.*, the authorities should appropriate the necessary means for combining pleasure with instruction, by excursions into the country, visits to museums, zoological gardens, and other places of interest. 7. Regular religious services in the school; 8. Endeavor to get friends for the deaf among hearing persons; 9. Make more use of the newspaper press, since the majority of the public are ignorant as regards the deaf and their needs; 10. Get hearing play-fellows for the deaf. Under the head of "Italy," notice is taken of the circumstance that the double (November and December) number, 1901, of the Italian journal "*L'Educazione dei Sordomuti*" is the last, at least for the present, as owing to various difficulties, this publication has been discontinued. The "*Blatter für Taubstummenbildung*" regrets this exceedingly, and speaks in the highest terms of the Editor, Prof. Giulio Ferreri, one of the most zealous champions for the cause of the deaf in Italy, who for 12 years published the "*Educazione*" with signal skill and

devotion; this journal will be sadly missed by many teachers of the deaf in Germany.

Contents of No. 4: "Clearness and a definite aim in arranging the course of instruction," by H. Hoffmann, Ratibor. Mr. Hoffmann recommends the following as a suitable course of instruction for eight years:

I. PREPARATORY GRADE. 18 hours per week; during the first three quarters: speaking, reading, and writing, alternating. During the last quarter: instruction in speech 9 hours: object lessons in connection with writing and reading, 9 hours.

II. PRIMARY GRADE (2d and 3d years). 15 or 14 hours per week. 2d year: object-lessons, 6 hours; instruction in the various parts of speech, 3 hours; free instruction in language, 2 hours; reading, 2 hours; exercises in speaking, 2 hours. 3d year: object-lessons, 5 hours; instruction in the various parts of speech, 3 hours; free instruction in language, 2 hours; reading, 2 hours; exercises in speaking, 2 hours.

III. SECONDARY GRADE (4th, 5th, and 6th years). 14 hours per week. 4th year: instruction in the various parts of speech, 4 hours; object-lessons, 3 hours; reading, 2 hours; free instruction in language, 2 hours; exercises in composition, 2 hours; exercises in speaking, 1 hour. 5th year: instruction in the various parts of speech, 4 hours; object-lessons, 2 hours; reading 3 hours; free instruction in language, 2 hours; exercises in composition, 2 hours; exercises in speaking, 1 hour. 6th year: instruction in the various parts of speech, 5 hours; reading, 4 hours; free instruction in language, 2 hours; exercises in composition, 2 hours; exercises in speaking, 1 hour.

IV. HIGHER GRADE (7th and 8th years). 16 hours per week. 7th and 8th years: reading, 6 hours; grammar, 6 hours; free instruction in language, 2 hours; exercises in composition, 2 hours.

The above course of instruction merely comprises speech and language. In addition there should be religious instruction, 1 to 3 hours a week during all the eight years, and instruction in geography, history, natural history, and physics 1 to 2 hours a week from the 5th to the 8th year, both inclusive.

**Organ der Taubstummen-Anstalten in Deutschland**  
[Organ of the Institutions for the deaf in Germany], by J. Vatter, principal teacher and Director of the Institution for the deaf in Frankfort-on-the-Main, 48th year, January, 1902.

This number contains: "Report of the 28th meeting of Württemberg and Baden teachers of the deaf, and the 10th meeting of Swiss teachers of the deaf," held at Zurich, September 9th, 10th and 11th, 1901. This meeting was attended by 116 delegates. The subjects for discussion were the following: 1. "The pure speech-method and the education of the mind"; 2. "Object-teaching in schools for the deaf"; 3. "The maximum and minimum of school-hours, work hours, and recreation hours in schools for the deaf"; 4. "Exercises in instructing the deaf"; 5. "Which instruction in articulation deserves the preference—the analytical or the synthetical?" 6. "In what manner can the weak-minded deaf be most efficiently instructed?"

"What speaks in favor of the methods pursued at the Friedericia (Denmark) Institution," (conclusion), by F. Nordin. Among the advantages of the Friedericia Institution are further mentioned: that the teachers—both male and female—receive salaries which—for Scandinavian circumstances—are exceptionally good; that persons of first class ability can, therefore, be employed; that here—as throughout Denmark, education of the deaf is compulsory; and that there is a special minister for the deaf who travels through the country, preaches to the deaf and attends to their spiritual wants. "Speech-method or sign-method?" by George Jörgensen, Friedericia. Jörgensen for 24 years employed the sign-method and for 21 years the speech-method in instructing deaf children, and is therefore familiar—as few others—with the theory and practice of both methods. Jörgensen is of opinion that for the present, in Denmark, it is impossible to instruct all the deaf according to the speech-method, simply because there is a lack of teachers who are willing to make a sacrifice for the good cause. For this requires true self-sacrificing love for the deaf, efficiency, and untiring energy. Even if the scholar of a speech-school—after confirmation in the Lutheran church (the Danish



state church)—which marks the end of his course and his going forth into the world, were to make but little use of speech and lip-reading, he would, nevertheless, if a graduate of a pure speech school, be more favorably situated than a scholar who has received his instruction in a sign or writing school. "Reviews of Books": Among these we notice a very kind and favorable review of Hypatia Boyd's work, "Paul Binner and his noble work among the Deaf," by Hoffmann of Ratibor, Silesia, a countryman of Binner's who was a native of Silesia.

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**Smaablade for Dofstumme** [Leaflets for the Deaf]. Vol. XI, No. 81. Copenhagen, Denmark, January, 1902.

As usual, this number contains some bright sketches; amongst the rest an anecdote of the famous deaf-mute Danish painter Hunæus—accompanied by a reproduction of one of his most famous paintings, viz.: "The evening before Easter Sunday," when, according to an old custom, all Copenhagen turned out for a promenade on the ramparts—now razed to the ground—to see and to be seen. The poet Hans Christian Andersen went one morning early to the annual exhibition of paintings in Copenhagen, and there met Hunæus, whom he did not know at all, standing before one of his own pictures. Hunæus slapped the poet on the back, pointed first to himself and then to the picture to indicate that he had painted it. Andersen, who could not understand this strange behavior, hurried out and told the doorkeeper that there was a crazy man in the picture gallery. When the doorkeeper explained that this was undoubtedly the deaf painter, Hunæus, Anderson immediately hastened back to make his excuses to Hunæus. Seeing a man standing before the same picture, he gave him a good slap on the back, pointed to the picture and then to the man with his friendliest smile; when the man who was not Hunæus—who had meanwhile gone to another room—turned round abruptly with the exclamation: "Are you crazy, man?" Both Hunæus and Andersen later had many a good laugh over this incident.



**Revue generale de l'Enseignement des Sourds-Muets**  
[General Review of the Instruction of the Deaf], Paris,  
November, December, 1901, January, 1902.

Contents of the November number: "Instruction of the deaf in Denmark," by A. Hansen. "The deaf in their relation to the French law, their rights and their duties," by Ad. Bélanger. "Dr. Edward M. Gallaudet, President of Gallaudet College," by A. Legrand, accompanied by an excellent likeness of Dr. Gallaudet. We reproduce the principal portions of this article:

"An old Puritan once said that God had shaken three kingdoms through a sieve, in order to obtain the seed which he sowed in New England. This is not altogether exact; the hardy emigrants as well as the wild refugees who laid the first foundations of the vast Republic of the United States, whose prodigious activity astonishes our Old World, belonged to many different countries of Europe. And from the 'best blood' of more than three nations the North American race has sprung. It may, therefore, be asserted without any exaggeration that the French Huguenot element which combined with the other constitutive elements in but a small proportion, is the one whose influence has left more traces behind it than any other. No less attached to political and religious liberty than the Puritans, possessing a character as proud and inflexible as the Scotch, imbued with all the love of science and the fine arts by which the Germans are distinguished, possessing even to a higher degree the charm and the courtly manners of the English cavaliers, and the calm courage common to all the ancestors of the Americans, the Huguenot emigrants can count among their descendants, statesmen, divines, and soldiers second to none in the history of the United States.

"Does Dr. Edward M. Gallaudet derive not only his name but also the most striking features of his character from his Huguenot ancestry? We are certainly justified in believing this, and his countrymen corroborate it. Born in 1837, he was only fourteen years old when he finished his studies in the excellent High School of Hartford, Conn., his native city. The death of his father, the venerable Thomas Hopkins Gallaudet, which occurred at that time, forced him to abandon the plans which his family had formed for his studies; and he obtained a position in the Phoenix Bank of Hartford. His talents and his energy procured for him rapid advancement; and he was only eighteen years old when another financial establishment offered

him a more remunerative position. He refused it, preferring to complete his liberal education, interrupted by the death of his father, and entered the Junior Class of Trinity College, from which he graduated two years later. Thus, before having reached the age of twenty, he had acquired those excellent habits of order and systematic work which a business education produces, and had in addition gone through the severe mental discipline of a college education.

“Whilst pursuing his studies at Trinity College, Mr. Gallaudet made his debut as a teacher of the deaf, by taking charge of a class at the American Asylum in Hartford, where he spent several hours each day. Whilst pursuing his studies, he even accepted a call as principal of a school for the deaf in China, which American missionaries intended to establish. But the internal troubles of the Chinese Empire caused him to abandon this plan.

“In 1856 Mr. Gallaudet was formally appointed at the American Asylum but he resigned his position soon afterwards, again to accept an important position in a bank, whilst at the same time preparing himself for the ministry.

“Before, however, he was able to realize this new plan, he was invited by the Hon. Amos Kendall, the well known statesman and philanthropist, to preside at the organization and assume the responsibilities of the direction of the ‘Columbian Institution for the Deaf and Dumb and Blind,’ to which Congress had granted a charter. Although Mr. Gallaudet was then only twenty years of age, without any special experience in the education of the deaf, his knowledge of business matters and his financial qualifications fully justified the flattering offer made to him. At the time he took charge of the Institution at Washington, it received its first scholars; this was in May, 1857. Seven years later the ‘National College for the Deaf’ was founded, and annexed to the Institution. As Mr. Kendall about this time had found it necessary to withdraw from active duties, Dr. Gallaudet at once took his place as member and chairman of the board of administration. Considering that for 44 years he has been at the head of the Kendall Green Institution, that he was actively engaged in laying its modest foundation, that he, constantly progressing, brought it to the high rank which it occupies at the present time, and established in connection with it an institution of secondary instruction, which is unique in the world, it must be said that above everything else he owes to his able management of this institution the place which history will assign to him among contemporary administrators and educators.

"His talents as an organizer are universally recognized. The external arrangements, the regulations, the course of study at the Kendall Green Institution, down to the smallest details, are his work. Methodical, exact, and prompt in the exercise of his functions, he has understood to direct the work without interfering with the special work mapped out for each one. Exceedingly happy in the choice of his subordinates, he exercises such an influence over them that the work done by all bears the impress of his mind. The legitimate influence which he exercises, as well as the authority which undoubtedly belongs to his position, have never led him to force the distinguished professors who labor under his direction to share his views in every respect, so as to constrain their own ideas or to hide their preferences concerning the methods of teaching.

"His energy, his tact and perseverance enabled him to obtain from Congress, in spite of strong opposition, large appropriations, which made it possible for him to create a model institution meeting the requirements of the intellectual training and the exigencies of the physical culture of his students."

After giving a full account of the position taken by Dr. Gallaudet at the Paris Congress of 1900, as regards the most suitable and successful method of instruction for the deaf, which will be known to our readers from the accounts of that Congress given in previous numbers of the ASSOCIATION REVIEW, Mr. Legrand continues:

"Faithful to our principle of impartiality, we make no comment on Dr. Gallaudet's utterances at the Paris Congress. Suffice it to say that at the present time two men represent the education of the deaf in the United States: A. Graham Bell and Edward M. Gallaudet. One is the champion of the oral method, and the other the advocate of the mixed method—the combined system. Both have their enthusiastic admirers. The authority which attaches to their names is only equaled by their devotion to the cause. It is hardly necessary to add that Dr. Gallaudet is immensely popular with the deaf-mutes. They have for a long time fully appreciated the brilliant qualities and the boundless devotion of the President of the Washington College. His energetic defense of the sign language, and the limits set by him to oral teaching have contributed not a little towards that warm mutual sympathy which shows itself every time Dr. Gallaudet meets deaf-mutes, whether they be speaking or not.

"If the students look upon him as their friend, the professors, his colleagues and co-laborers, have invariably shown him an esteem of which he may well be proud. When only nine-

teen years old, he was elected one of the Secretaries of the Convention of American Instructors of the Deaf, and has taken part in nearly all the annual meetings of the same. For a long time his name has figured among the members of the executive committee of that powerful association, over whose meetings he presided in 1901, and whose discussions he will also direct in the future, as he has just been re-elected as its President. He has made many journeys to Europe in order to make personal observations of the methods pursued and the results obtained in the principal European institutions for the deaf. In 1886 he was invited to visit Great Britain at the request of the Royal Commission of London. Both he, and his illustrious opponent and friend Dr. A. G. Bell, made an address before this Commission, as representatives of the American schools and methods.

"Dr. Gallaudet made use of his leisure moments to compile a 'Manual of International Laws' which enjoys great popularity in the American Colleges. Besides being an active member of numerous scientific literary and patriotic societies, he has published a great deal on the education of the deaf, all of exceedingly great interest, besides a number of documentary reports which prove invaluable to the historian.

"It is well known that the statue of Thomas Hopkins Gallaudet adorns the beautiful park which surrounds the College at Kendall Green. We must state, in conclusion, that the Federal Government, in recognition of the eminent services rendered by this family of educators to the cause of the silent world, resolved some years ago to give the name of Gallaudet to the first and so far the only institution for the secondary education of the deaf. We take the liberty hereby publicly to add the voice of the *Revue Générale* to the well merited homage."

Contents of the December number: "Some views of a Russian professor on the instruction of the deaf," by B. Thallon. A criticism of the recent work by M. Vassilieff, professor at the Imperial Institution for the Deaf at St. Petersburg, entitled: "Method of instructing the deaf by speech here used in the sense of articulation, lip-reading, and speech, writing, and reading." Mr. Vassilieff bases his program for the instruction of the deaf on the following principles: 1st. In the first degree—or stage of instruction—each word taught should serve as the basis for the comprehension of other words and represent an entire group of words. In teaching one creates, so to speak, a nest in the mind of the child which the words of the same group (or family) will gradually fill. 2d. These words must have a widely

extended signification, i. e., constitute a language sufficient for the verbal relations of the child with its surroundings. [Thus among the terms signifying relationship, Mr. Vassilieff selects the word "parent" (French), covered in English by the term "relative," which the child may apply to his brother, father, grandfather, uncle, cousin, etc.] 3d. The words composing the first degree of the program must belong to all parts of speech so as to permit of the formation of the proposition. 4th. The words most needed to express the common necessities of every day life should be taught first. On these principles Mr. Vassilieff arranges his course of instruction. He divides it in five degrees. The first comprises 300 words and the simple proposition; the second brings the stock of words up to 1,000, the third to 3,000, the fourth to 5,000, and the fifth and last to 7,000 words. "The deaf and their relation to the French law" (conclusion), by Ad. Bélanger. Necrology. Miscellaneous reports and communications.

Contents of the January, 1902, number: "The time needed for instruction in articulation," by A. Liot. Nearly all who at this time are engaged in the instruction of the deaf are agreed that the oral method constitutes a forward step, a progress, but all state at the same time that the results obtained by the application of this method have not entirely realized the expectations entertained with the regard to it. This disproportion between efforts and results is due to various causes, among which the principal one—in Mr. Liot's opinion—is the short time devoted to articulation. The most practical way to remedy this defect is to reduce the number of scholars in classes of articulation. Their number should in no case exceed five, so that the teacher can give ample time to each scholar. Mr. Liot says in conclusion: "This would of course increase the expenses of the school, but I feel convinced that the oral method cannot be applied without considerable expense. Either one should be willing to bear this expense, or give up the method." "The Chronophotography of the word" (first article), by H. Marichelle. Mr. Marichelle is of opinion that this method of analyzing the movements of sounds, will, if perfected, serve 1st, to make the study of the acts of phonation more precise; 2nd,

to improve the present methods of teaching speaking, pronunciation, either in speech or song, and articulation; 3d, to perfect the art of lip-reading. "Statistics as to the epochs and causes of deafness in children," by A. Boyer. In 1895 and 1896 very careful statistics, in regard to this matter, were taken at the National Institution for the Deaf at Paris, with the following results: Statistics of the epochs of deafness: of the 228 children at the institution, 116 were born deaf, 23 became deaf during their first year, 26 in the second year, 21 in the third, 18 in the fourth, 8 in the fifth, 7 in the sixth, 3 in the seventh, 2 in the eighth, 1 in the ninth, and 3 in the tenth. Statistics of the causes of deafness: 37 lost their hearing through meningitis, 22 through convulsions, 14 typhoid fever, 9 falls, 4 mumps, 4 affection of the glands, 2 bronchitis, 2 scarlet fever, 2 croup, 2 fright, 1 affection of the almonds of the ear, 1 whooping cough, 1 violent detonation close to the ear. One child had lost hearing suddenly at the age of nine, without any appreciable cause. Necrology. M. Colmet Daage (with portrait), late member of the consulting commission of the National Institution for the Deaf. Born 1844, died 1901. Miscellaneous reports and communications: "The Deaf in Norway"; "Causes of Deafness." Reviews of books and periodicals: Course of instruction for schools of the deaf, published by the Hungarian Ministry of Public Instruction. The 16th meeting of American Instructors of the Deaf in American Annals.

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**Eighteenth Biennial Report of the Mississippi Institution for the Deaf and Dumb, at Jackson. 1901.**

The Superintendent, Mr. J. R. Dobyns, reports an increase in attendance during the past two years of 77 pupils, and says that the probability is that during the next two years over two hundred children will be asking for admission. Additional room is a necessity. The Superintendent has given up the cottage in which his family lived, that it may be used for little boys, and teachers that have been boarding in have been provided for outside to make room for pupils.

The school is now educating a little deaf-blind child, Maud Scott, and the narration of the successive steps taken to arouse the child's dormant intelligence and to start her in the ways of learning, is exceedingly interesting.

The Superintendent makes an earnest recommendation that the Institution be removed to a new location and provided with suitable and comfortable buildings. The present location is in the heart of the city of Jackson, and the buildings are old and in need of extensive repair; besides more room is needed which can not be provided at the present location.

The school employs the "combined system," which, in the words of the Superintendent, means, "we teach every child that is able to learn, to speak and read the lips; instruct by speech, manual spelling and writing, having recourse to signs to explain the meaning of words when it would otherwise take up too much time. The classes are divided into *Manual* and *Oral*."

[Since the above review was written news has come of the complete destruction of the main building of the Institution by fire. This of course will compel a new building and probably it means a new location for the school.]

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**Revista de Instruccion Primarie** [Review of Primary Instruction], Vol. XII, Nos. 7 and 8; Santiago, Chile; March and April, 1898.

No. 7 contains an article on schools for the blind, and incidentally gives some statistics relative to the number of blind and deaf in Chile, from which it appears that, according to the census of 1885, there were in Chile 3,036 blind, 2,619 deaf, and 1683 deaf-mutes. No. 8 contains a brief article on the Chile school for deaf-mutes, stating that for various reasons the school has not been very well attended of late years. The method employed at the school is that of lip-reading; and the course of instruction comprises reading, writing, arithmetic, drawing, manual work, and gymnastics. The school is supported by the Government, and instruction is given free.



**L'Echo des Sourd-muets** [Deaf-mute Echo], Paris, December, 1901, and February, 1902.

This is a monthly newspaper, in the full sense of the word; but of course devotes special attention to matters of interest to the deaf. These numbers are accompanied by the Report for the year 1901 of the "Mutual Aid Society of the Deaf in France." It appears that during the year the Society aided 27 persons out of work, procured work for 67, placed a number of deaf children in schools, and bore a number of funeral expenses. The Society has its headquarters in Paris but its members, each of whom pays a small annual sum, are scattered through all parts of France.

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**Fourth Report of the Provincial School for the Deaf at Stade, Province of Hanover, Prussia.**

The report covers the period from 1893 to 1901, and the school was during that period attended by 140 scholars, of whom 72 were deaf from their birth, whilst 70 had become deaf from various diseases. As usual in such Reports of German schools, the report proper is followed by some treatise; in the present case on "the German method and the division of deaf pupils according to their mental capacity," by F. Werner, one of the teachers.

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**De Doves Blad** [Journal for the Deaf], Christiania, Norway, No. 1, 1902.

Most of the articles in this journal are of a pronounced religious and edifying character, as will appear from some of the titles: "Lord, let it (the fig tree) alone this year also; if it bear fruit"; "The faith of my childhood"; "In the eleventh hour"; etc. a page or two however, are also given to communications relative to the education of the deaf in different parts of the world.



**American Annals of the Deaf, Washington, D. C. March, 1902.**

This number opens with a paper on "Programmes and their Value," by Minnie E. Morris of Cleveland, Ohio. It is shown that the usual value of a programme enabling the teacher to apportion the time properly among the various classes and subjects taught, is supplemented by other values: the use of a programme teaches promptness, justice, the value of time, to be exact in work, and to be systematic and orderly. A specimen programme is presented and its use is explained in detail. Speaking of correcting mistakes in written work, the writer makes a point that may well be emphasized by repetition: "The line must be drawn between correcting and teaching. True, all correcting is or should be a species of teaching; but when teaching principles, correcting mistakes should play a minor part, while in correcting mistakes no attempt should be made to teach principles."

An anonymous paper on "Instruction in Manners" presents some good thoughts on a too much neglected subject. As the writer says: "We often hear the deaf criticised as rude and ill bred, but we who know them understand that their apparent lack of good breeding is not from intention, but from ignorance and timidity." Parents, unable to teach their children, are to an extent unable to train them; to whom then must the deaf child look for training but to his teachers and supervisors. Supervisors and attendants are frequently men and women of little education, and their ideas of the proper things to do are exceedingly limited. It follows that the part of the work of training in good manners that falls to them will be but poorly done. The writer relates an instance of meeting a deaf young man at a dinner whose manners in the drawing-room were exemplary, but coming to the table he astonished the company by his lack of table manners. It was afterwards found that the young man came from a school where the pupils were allowed to eat their meals with very little supervision. The writer urges that it is just as important to have supervisors capable of instructing in table manners as to have teachers capable of conducting recitations.

"Notes on Language Teaching," by E. S. Tillinghast of Danville, Ky. The special point of this paper is the suggestion that it makes that teachers in the progress of their work keep a record of the characteristic mistakes made by the pupils; and that such records made by teachers of different schools and working by different methods be brought into comparison, with the view that the results obtained by the various methods as thus presented may be utilized in shaping and perfecting the order and details of a systematic course of instruction in language. A record of the kind suggested is given in which it is shown that out of a total of 327 errors made, 202 or 61.5 per cent., relate to the use of the verb. From this and other facts the writer deduces that the mastery of the verb is the crucial test of the pupil's command of language, and how to teach the verb properly is the most important question the primary teacher has to solve. It is pointed out that the persistent teaching and use of a single form of the verb—as the present tense form—to the exclusion of all other forms, for a prolonged period in the beginning, establishes habits of misuse of the form taught that it is exceedingly difficult to eradicate, and the record shows that of 188 mistakes in the verb, nearly one third of them were the use of the present tense form for the past.

In "Useful Devices for a Primary Class," Miss Mary S. Breckenridge of Danville, Ky., presents a number of helps that she employs to make obscure points plain. To distinguish between vocal and non-vocal elements, colored crayons are used, a red line under a breath consonant being made to suggest the red lips and to symbolize thereafter the breath felt upon the hand when held before the lips. Giving voice after final *b*, *d*, and *g* is thus corrected by drawing the red line under the elements. And again the proper quantity to the short vowels may be indicated with another color, as a little dash of green beneath them. Tense forms of the verb are differentiated to the eye more clearly if different colors are used. Further devices are suggested in the "Five Slate System," in counting, in teaching color and texture, and writing, in journal-writing, and in the use of rewards.

"The Social Status of the Deaf in the Past—IV." This is

the concluding paper of a valuable and interesting series by Mr. J. A. Tillinghast, Fellow in History and Political Science, Cornell University, Ithaca, New York. The series is a careful compilation, the result of exhaustive and studious research, of all that has been written and preserved concerning the deaf and their social status in the successive ages of the world's history. Any review of these papers would fail to do justice to them that did not give them far more space than can here be spared. Suffice it to say the writer of the papers has done his work well, and with the completion of his task he may be assured that the service that he has rendered to history and to students of history of the present and of coming times, will be recognized and appreciated as of great and permanent value.

"The Abuse of the Sign-Language: by its Friends; by its Foes," by James L. Smith of Faribault, Minn. This paper presents undoubtedly the strongest defense of the sign-language and the strongest plea for its use in the instruction of the deaf, that have yet been made. Himself deaf the writer is a master of the language of signs, and being a teacher with many years' experience in the practice of sign-language methods, he will be accepted as an authority on the question—or at any rate on the sign-language side of it. The salient point of the paper is its plea for what is termed the "proper use" of the sign-language as against its improper use or its abuse, and it is well shown that the abuse of the language comes most from its friends—in their excessive or grotesque use of it, in their qualified or lukewarm championship of it, or in their ignorance or injudiciousness resulting in a manner of use to arouse prejudice and to bring the language into disrepute. The writer warns against the deterioration of the language, and upon this point he says: "The sign-language, like other languages, is subject to rapid deterioration at the hands of the ignorant, the injudicious, and the careless. But the sign-language runs a far greater risk in this respect than other languages, for it has no written or printed literature to preserve it in its purity." And he notes the several ways in which the language may deteriorate, namely, (1) by the introduction of inelegant, though usually expressive, signs, corresponding to slang in spoken languages; (2) by the

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imperfect making of signs, i. e., only half making them, or making them in a careless and slipshod fashion, so that they lose nearly all their grace of suggestiveness; (3) by making them improperly, so that their original derivation is lost sight of; (4) by the accompaniment of facial contortions, and unnecessary movements and attitudes of the limbs and body. A protest is entered against the spirit of mere toleration of the sign-language in some schools and the attitude of apology maintained toward it by the authorities. To quote the writer:

"They say, 'We do not teach signs.' Thus what is really a most useful auxiliary in the education and happiness of the deaf is neglected, forced into the background, treated as the 'ugly duckling' of the family, and consequently undergoes marked deterioration. They do not teach signs. The signs are left to themselves, then. The children learn them spontaneously, the younger from the older.....Instead of saying, 'We do not teach signs,' it would be more creditable if we could say, 'We teach signs; we use every endeavor to secure their correct and graceful use by teachers and pupils; and we try to keep them under control, that they may not be subjected to the abuse of overuse.' "

To the end that the sign-language shall be preserved and receive proper cultivation, the writer urges that in all schools where it is used at all, it be systematically taught to the pupils, and that new teachers be trained in its use. This advice if followed would be a turning back to the common practices of ten and twenty years ago, and we doubt much if the profession at large will be persuaded to that, even if thereby the sign-language may be preserved for the minor uses to which it may be put. While we can not have other than admiration for the loyalty of the writer to the sign-language, and respect for his opinions and the opinions of those in accord with him as to the value of the language for certain purposes, we believe he must himself be doubtful upon the main question of the adequacy and utility of the sign-language as an educational instrument for use in a school for the deaf, for along with his plea for the preservation of the language and its cultivation, he delivers himself of the following significant expression and warning regarding its use in actual school practice. After urging that signs be taught to pupils and to new teachers, he says:

"But all this should be accompanied by the warning that signs must not be used all the time. Exclude them nearly, or entirely, from the classroom. With all the force of moral suasion and example, diminish their use among the pupils outside of the classroom."

It may be suggested in passing that the average teacher—the type of the great class that must be considered in this connection—will hardly be able to use moral suasion, or any other kind, effectively thus in two directions at the same time, encouraging on the one hand the learning of the sign-language and the cultivation of it, and discouraging on the other hand its use in actual school work and outside practice. Most teachers are so constituted intellectually and morally that they must treat the sign-language—considered as an educational factor—either as a good thing or as an evil thing, and the same thing at all hours of the day and in all departments of the work, for otherwise they will not be able to maintain that consistent attitude toward it before their pupils necessary to give moral suasion when exercised effective force.

The remainder of the article, is devoted to the question of the abuse of the sign-language by its foes. It names the points raised against the sign-language by its opponents as follows:

- "1. They are unpleasant to the sight.
- "2. They lack expressiveness, and do not rise to the dignity of a language.
- "3. They retard, or prevent, proficiency in speech and lip-reading.
- "4. They cause 'mutisms' and prevent the mastery of English."

If the counts had been limited to the last two, they would have covered all that are seriously made by the foes of the sign-language; for but few teachers object to the sign-language because it is unpleasant to the sight, and still fewer deny that it is a language. However, the main argument is directed to meeting the last two points, which it does fairly well. We are glad of the argument; and our only regret is that it is not even stronger and more convincing, for the sign-language is with us as the one easy thing for deaf children to learn, and none would welcome it to their aid more than teachers of the deaf—

regardless of methods followed—could it be harnessed to any really profitable utility. The first of the two chief points made against the sign-language, the writer meets thus:

“Does the sign-language *per se* retard or prevent proficiency in speech or lip-reading? Its opponents claim that it does, and hence they would abolish it utterly. But I think that the case is by no means proved. I am ready to admit that an unrestricted use of signs will retard progress in speech and lip-reading. But if signs are kept under control, and used for stimulating ideas and for explanation, it is a question whether the additional stimulus that they impart to the mind is not an advantage. Some of the best speakers and lip-readers among the deaf in America today graduated from schools in which the use of signs was permitted.”

Cases are cited of good speech and lip-reading developed notwithstanding a free use of the sign-language. It is indeed gratifying that there are such cases and we wish there were more, and that they proved more—more than merely the fact of good teaching, a kind of teaching fortunately always possible no matter what the otherwise unfavorable conditions may be.

Upon the final count of the indictment relating to the alleged tendency of the sign-language to cause “mutisms” and to prevent the mastery of English, the argument is well advanced that the poorly taught, whether deaf or not, or if deaf, whether taught by signs or without signs, are all alike in this, that they use poor English abounding in “mutisms.” The argument on this point is as follows:

“Errors in English, which are common to all who are learning the language, are due to lack of familiarity with it. To call them ‘mutisms’ in the case of the deaf, and ascribe them to the use of signs, is assuming a position that is not supported by facts. The errors of the infant just learning to talk, the grammatical errors that cling to hearing children for years, and are never entirely overcome by some; the blunders of foreigners learning our language; the peculiar errors made by the deaf educated in an atmosphere of signs; and the identical errors made by the deaf taught orally, entirely without signs, as is claimed—all these belong to the same class, though varying in degree, and are caused by the intricacies of the English language and the difficulty of mastering its idiom. As good an authority as Philip Gilbert Hamerton says that it takes twenty

years to learn a foreign language reproach that the deaf and foreign acquaintance with English?"

A large number of specific foreigners with small knowledge of English, for the purpose of proving, as "mutisms" are not caused by lack of English, in other words, that fault is not where there is no knowledge of English, undoubtedly proven, but preceding that it bears a dictment against sign language, of signs hinders, and that English, for the purpose of just the measure of English.

The remainder of the presentation of the Report is brought to the attention of the parent body, and more so, written by the writer.

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the Deaf Made to the  
Washington, D. C. Gibson

of the first having been  
lesson in demonstration of  
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ge relating to the deaf," is do-  
The Report is, moreover, in  
that it possesses, another evidence  
and well directed philanthropy  
into being, and that thus made  
other work of equal merit, possible,  
imagined such a Report as this before  
carried to successful issue by any  
institution.

g closer together in all its fields of  
perhaps in no other more rapidly than in  
and; and we believe that the Volta Bureau  
its beginning, a most active and potent  
While having its local home, the Bureau is  
institution in all that it contemplates and in  
it serves, and growing recognition of this  
more, as time goes on, make it the accepted  
clearing house through which many minds and  
day in the coming years unitedly labor in the  
rapid advancement of our professional work  
and most acceptable lines.

"Educational Reports of Schools for the Deaf" will do  
attention to the world work the Volta Bureau is  
own recognition of it in all quarters, thus bringing  
and heartier coöperation, and rendering it thereby  
effective of its aims and purposes.

In the Report itself, it is a document of fifty-six  
a closely printed matter. It is alphabetical in its  
first by continents, second by countries, third by  
cities, and finally, as in London, by local dis-  
Every known school for the deaf in the world  
place, and can be found by turning to it, with the

of importance relating to it. Thus are given—its country, state, county, city, street, or name; the date when it was founded; the person or by what agency founded; the principal officer; its character—private, public, or both; the method—oral, manual, or combined; the number of teachers employed; the number of pupils with some hearing power; the number of pupils in attendance. Closely following these details, given in tabular form, are notes relating to all facts and details of the schools of much value and interest, and they contribute greatly to the usefulness of the Report in all cases where information is required regarding foreign or little known schools.

The total number of schools in the world, as reported, is 645, Europe leading with 450, and North America coming second with 135; the numbers of teachers and pupils bear about the same proportion, there being in Europe 3,152 teachers and 25,821 pupils, and in North America 1,489 teachers and 11,760 pupils.

The following is the summary table of the Reports, showing totals by continents. The initials in the table, S. H. P., mean that the pupils recorded in the column have *some hearing power*:

Continents	Schools	Teachers	PUPILS		
			Congenital	S. H. P.	Totals
Africa.....	13	16	56	23	127
Asia.....	18	47	190	40	453
Australia.....	22	46	196	45	332
Europe.....	450	3,152	9,684	4,226	25,821
North America.....	135	1,489	3,773	1,607	11,760
South America.....	7	34	135	22	229
Total.....	645	4,734	14,034	5,963	38,722

No summary is given showing classification of schools and pupils with regard to methods of instruction employed, and as



# Review.

have gone over the tables and figures:

	SCHOOLS.	PUPILS.
.....	386	21,518
.....	89	9,532
.....	26	2,774
.....	21	829
.....	7	159
.....	5	146
.....	3	42
.....	3	585
.....	2	200
.....	2	125
.....	2	129
.....	2	142
.....	2	195
.....	2	89
.....	1	137
.....	1	174
.....	1	19
.....	1	99
.....	1	525
.....	1	326
.....	1	80
.....	1	87

... counted as Oral which are returned as Oral, Oral pure, *Lautsprache* or *Deutsche methode*, and *Reine Lautsprache*.

... Reports will, we understand, be widely circulated, and ... schools will be accompanied by a circular letter ... known to be familiar to recipients, embracing ... German, French, Italian, Spanish, Portuguese, ... and Swedish languages. The future policy of the ... with regard to these "Reports" is given by the ... Mr. John Hitz, in the circular letter as follows:  
 We propose to issue these Reports, consisting of a com- ... of all known Schools for the Deaf, hereafter, decen- ... and trust that you will be pleased to coöperate with this ... rendering, so far as your school is concerned, the ... as complete as possible. Blank schedules for ... purpose will be mailed to you early that year."

## EDITORIAL.

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### **The Summer School Postponement**

We but express as we believe a general regret for the necessity that exists for the abandonment for the present of the project for a Summer School of training for teachers of the deaf. From all evidence coming to us, the desire for such a school is wide spread and earnest, not a few letters received—aside from those making application for admission to the school—showing interest that was unmistakable and a desire for the school that will be satisfied only in its actual establishment. Thus, while the number of bona fide applications received was not sufficient to warrant the Committee in proceeding with arrangements for the school as planned for the coming summer, the correspondence had upon the subject was, in its amount and character, such as to give not only great encouragement, but to make it almost a matter of duty on the part of the Board to keep the project still in view and to take measures to bring it finally to a successful issue. The correspondence gave to the Committee much information, and this, with the further study that can now be had of the conditions, makes possible modification of the plan upon lines to render it not only more practicable in its details, but also more generally acceptable to those it is designed to benefit.

Of course what may be done is now a question for the future and for the Board in its discretion to determine, but as the necessity for a Summer School for teachers of the deaf has been felt to exist, this necessity will, as the years pass and the work enlarges, not grow less, but rather greater and to an extent, as we believe, to force the question to early issue and to some very practical solution.

The report of the Committee on the Summer School,

through its Chairman, to the President of the Association, recommending the postponement of the Summer School, and the announcement of the postponement by the President, of both the Summer Meeting and the Summer School, are given elsewhere. We direct attention to these, and especially to the report of the Summer School Committee as suggesting the lines which future action relating to the project may be expected to follow.

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**The Passing of  
the Sign-Method**

Apropos of the discussion of the sign method and its existence or non-existence in the systems of instruction practiced in the schools of this country, the quotations from the early Hartford School Reports relating to signs and their uses, as given in this number in "Historical Notes," assume new and peculiar interest. That the sign method was used in the early days of our American schools, and that it was believed in with a species of faith amounting almost to religious conviction, are abundantly manifest. It was evidently in the early day the one method underlying all other methods, and the chief and indispensable part of them all. As such it was made the subject of much thought and study by able teachers using it, and their effort to develop and improve it brought it, it may be conceded, in time to a relatively high state of perfection and efficiency.

There is every reason to believe that the sign method practiced by the early teachers prevailed for many years, not only in the parent Hartford school, but also and naturally in all the other schools of the country. The writer's own experience as a teacher is confirmatory of this, for in our entrance upon the work—only a little more than a score of years ago—it was our principal recommendation and chief qualification, our life-long familiarity with signs; and from the beginning we were systematically and thoroughly trained in the sign method of instruction by a master of it, and we studied it, practiced it, and defended it upon occasion, through all the early years of our teaching experience with hardly a thought that there was any other method of educating the deaf worthy the name. But

while we know when the sign method of instructing the deaf ceased to exist in our own experience and practice—we do know this almost to a day—the question arises, just when did it pass entirely out of use from all the schools for the deaf in the country. This is a question of historical interest, not to say importance, and it should have answer if answer can be given. Was it at the famous Indianapolis Convention (1870), when the sign method was the subject of chiefest consideration and bitterest contention? Or sixteen years later, at the California Convention, when the oft-quoted resolutions in favor of giving every deaf child opportunity to learn to speak, were passed? Or at the New York Convention (1890), when the illustrious and lamented Dr. Peet exploited once again his ingenious signs-spelling-speaking-writing system, with all its factors in simultaneous operation; and at which Convention the American Association to Promote the Teaching of Speech to the Deaf was organized by a handful of its members? Or was it at the Chicago World's Congress (1893), when a paper by a Superintendent still at the head of a large school, upon methods of using the sign-language in the school-room, was listened to with attention and interest? Or was it when, in 1894, the Pennsylvania Institution abandoned the sign method in its manual department, and—the first school in the country after the Rochester School to do so—adopted the manual alphabet method in its place? Or has it been sometime in the recent half dozen years, when—with no proclamation, no demonstration, the schools still practicing the sign method have, as with one common impulse, taken the step forward and put the method aside and abandoned it?

Some changes, even great ones oftentimes, come on so slowly, working the while so quietly and insidiously to their end, that they are completed before we know or realize it, and pronouncement of their completion comes, when made, of necessity unexpectedly, and usually with a jar that startles. And this has been the effect of the pronouncement recently made by high authority, in the course of argument, that “the sign method does not exist in this country nor any other.” We are little disposed to question the truth of the pronouncement

thus made; some have done so, but it is possible they only proclaim in their questioning a belated awakening. For our own part we hope the pronouncement is literally and exactly true, that the sign method of instruction no longer exists anywhere nor is practiced in any school for the deaf in the world. It is surely a consummation devoutly to be wished, and, if it be a consummation actually arrived and accomplished, there is indeed cause for rejoicing.

But the question recurs as to the time of the change, or of its completion, the time of the actual passage into non-existence of this method that has known the work of the instruction of the deaf so long, serving, it must be conceded, always faithfully if not well. We would not raise a monument to the sign method, for it is hardly worthy that honor, but in the interest of historical accuracy, and in all seriousness be it added, we should have recorded for preservation and future use the exact and undisputed date of its demise. The question then is, just when did the sign method cease to exist?

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**Helen Keller's  
Own Story**

We have almost ceased to wonder at anything Helen Keller attempts, and hardly more at anything she accomplishes. If she has not genius—we are not yet ready to admit this, nor to deny it—she certainly has those other elements of character and of power that, possessed, ever make for greatness and lead to worthy achievement. The remarkable thing is no longer her mentality, nor any one of her many accomplishments: these have come to be a matter of course. But it is, and will remain to the end, the wonderful fact, that all of knowledge, of development, and of culture, and these severally in no small measure, have come to this brave spirit, this joyous healthy mentality, solely through her one remaining learning sense—and that the poorest of them all—the sense of touch. The story of a life, shut out from all sight and sound impressions and experiences, and yet that has found through feeling free avenue and expression in terms that the hearing and seeing world understands, will possess almost the elements of novelty and

interest that it would have were it penned by an inhabitant of another sphere. And such is indeed "The Story of my Life," as written by Helen Keller for the Ladies' Home Journal, and now appearing serially in that publication, beginning with the April number before us.

The editor of the publication gives in his foreword, a brief description of Helen's method of composition. He says:

"As the feat may seem almost incredible, it may be in order to say at the beginning that every word of this story as printed in the Journal has actually been written by Helen Keller herself—not dictated, but first written in "Braille" (raised points); then transferred to the typewriter by the wonderful girl herself; next read to her by means of the fingers; corrected; then read again to her, and in the proof finally read to her once more. It is the editor's hope to be able to publish at the conclusion of Miss Keller's own story a supplementary article by one of her friends, explaining in detail, exactly how this marvelous work was done."

Space does not permit review of the story in all its incidents and details, but teachers will be especially interested in the particular incident that it seems was most determinative in bringing Helen under proper educational conditions and influences, and interested, moreover, in knowing the important part Dr. Bell played in the matter. It was after or during a visit to a famous oculist in Baltimore, who, unable to cure the child of blindness, advised her father upon his future course. But we will allow Helen to tell it in her own words:

"Doctor Chisholm received us kindly, but could do nothing. He said, however, that I could be educated, and advised my father to consult Dr. Alexander Graham Bell, of Washington, who would be able to give him information about schools and teachers of deaf or blind children. Therefore, in accordance with the Doctor's suggestion, we went to Washington to see Doctor Bell, my father with a sad heart and many misgivings, and I wholly unconscious of his anguish, finding pleasure in the excitement of moving from place to place. Child as I was, I at once felt the tenderness and sympathy which endeared Doctor Bell to so many hearts, as his wonderful achievements enlist their enthusiastic admiration. He held me on his knee while I examined his watch, and he made it strike for me. He understood my signs, and I knew it and loved him at once. But I did not dream that that interview would be the door

through which I should pass from darkness into light, from isolation to friendship, companionship, knowledge, love.

"Doctor Bell advised my father to write to the principal of the Perkins Institution, in Boston, the scene of Doctor Howe's great labors for the blind, and ask him if he had a teacher competent to begin my education. This my father did immediately, and in a few weeks there came a kind letter from Mr. Anagnos with the comforting assurance that a teacher had been found. This was in the summer of 1886. But Miss Sullivan did not arrive until the following March.

"Then I came up out of Egypt and stood before Sinai, and a power divine touched my spirit and gave it sight, so that I beheld many wonders. And from the sacred mountain I heard a voice which said, 'Knowledge is love and light and vision.'"

Helen's story of her life will be continued, as we understand, in the several numbers of the Journal through the summer.

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### THE DEAF-BLIND NOW AT SCHOOL

In response to a request to Mr. Wm. Wade of Oakmont, Penn., he sends us the following complete list of deaf-blind persons now under instruction at various schools in this country. There are thirty names in the list, and each name means a volume as we read in it its own special story of the translation of a human soul from the earth of physical and mental darkness to a heaven of intellectual and spiritual light. It is indeed a noble list as showing what this generation is doing toward discharging its full duty to children of all classes and in all conditions in giving them education, a duty moreover, it is needless to say, that former generations have in this special part almost wholly neglected.

At Perkins Institution for the Blind, Boston:

Edith M. Thomas, W. Elizabeth Robin, Thomas Stringer, Cora A. Crocker, Marian Rostron.

At the New York Institution for the Deaf at Fanwood:

Stanley Robinson, Katie M. M'Girr, Orris Benson, Catherine Pedersen.

At the Ohio Institution for the Deaf at Columbus:

Leslie F. Oren, Carrie Lorna Self, John Porter Riley,  
Frances May Riley.

At the Illinois Institution for the Blind at Jacksonville:

Jessie Stewart, Emma Kublick.

At the South Dakota School for the Blind at Gary:

Linnie Haguewood.

At the Virginia Institution for the Deaf and the Blind at  
Staunton:

Nora Horton, Terry Crocket Cox.

At the Mississippi Institution for the Deaf at Jackson:

Maud Scott, Loca Pate.

At the Colorado Institution for the Deaf and the Blind at  
Colorado Springs:

Lottie Sullivan, Ralph Woodin.

At the Western Pennsylvania Institution for the Blind:

Maggie Castor.

At the Louisiana Institution for the Deaf at Baton Rouge:  
Louis Daron.

At the North Carolina Institution for the Blind at Raleigh:  
Beulah Templeton.

At the Wisconsin School for the Deaf at Delavan:

Eva Halliday.

At the Texas School for the Deaf at Austin:

Ruby Rice, Edgar Korte, Addilee Pruitt.

At Radcliffe College, Cambridge, Mass.:

Helen A. Keller.

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The sad news comes of the death at her late home in Madison, Indiana, of Miss Cornelia S. Goode. Miss Goode was a most earnest and successful teacher, and a woman of high Christian character, and her death is a distinct loss to the work. She was widely known, having taught successively in the Indiana, Minnesota, Pennsylvania, California, and Wisconsin Institutions.



### THE MISSISSIPPI INSTITUTION BUILDING BURNED.

The main building of the Mississippi Institution for the Deaf at Jackson, was burned to the ground on March 18th, Fortunately the fire occurred in the day time and no lives were lost, all of the 150 children being safely removed. The fire originated immediately over the hospital in which there were at the time six or eight pupils sick in bed. In a space of time less than two minutes after the last child was removed, that part of the building fell in, consuming the beds on which the children had been lying. The loss was \$40,000; insured for \$15,000. The small loss itself indicates the character of the building destroyed, and it may be felt that the burning was really no great calamity. At any rate it insures to our Mississippi co-laborers a new building, the one thing they have been hoping and praying for these many years. Two years ago the prospect was so favorable of a new building, that plans were drawn and published showing an admirably arranged structure to cost \$200,000, but it proved a veritable "castle in the air" for our patient friends living in the ancient ramshackle, for the Legislature at the last, through some slip, failed to make the necessary appropriation. The old plans will now no doubt be brought to the light, and the fine building that they contemplate will soon be under way.

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### MEETING OF THE EXECUTIVE COMMITTEE OF DEPARTMENT XVI OF THE NATIONAL EDUCATIONAL ASSOCIATION.

The Executive Committee of Department XVI of the National Educational Association met in business session at the Stratford Hotel, Philadelphia, Friday afternoon, March 14, 1902. All the members of the Committee were present, namely, Dr. Alexander Graham Bell, President, Mr. E. E. Allen, Vice-President, Mr. E. A. Gruver, Secretary. Dr. Bell presided. Mr. F. W. Booth, editor of the ASSOCIATION REVIEW, was present and took part in the deliberations. After several hours of discussion relative to the subject of re-organization,

the Committee adjourned to meet Saturday, March 22, at the Pennsylvania Institution for the Blind, Overbrook, Pa., to further consider the question of re-organization, and the question of the programme for the Department at the meeting of the National Educational Association to be held in Minneapolis in July.

The Committee met according to arrangement at Overbrook, Saturday afternoon, March 22. All the members were present, also Mr. F. W. Booth, and Mr. William Wait of the New York Institution for the Blind, by special invitation of the Committee. Dr. Bell presided.

The Committee approved the resolution offered by Dr. A. L. E. Crouter, passed at the business meeting of the Department at Charleston, S. C., in 1900: "That for purposes of meeting we come together as one body, and that hereafter at each meeting the sub-departments for the deaf, the blind, and the feeble-minded be considered as a whole and not separately as is now the case."

The Secretary then read the motion of Dr. J. C. Gordon passed at the business meeting of the Department at Detroit, Mich., in 1901, as follows: "That the report of the Committee on re-organization be referred to the Executive Committee, consisting of the officers-elect for the ensuing year, to report at the next meeting of the Department, and that the same Committee prepare a programme for the next meeting."

Mr. E. E. Allen then read the report on re-organization offered to the Department at Detroit in 1901, and which was referred to the Committee, as follows:

"The Section shall meet as one body and not as three separate bodies, as has been the case.

"It shall hold its meetings as closely associated in place as may be with the general meetings.

"Its officers shall occasionally make an effort to get a paper on some phase of special education into the general meetings of the Association.

"A serious effort shall be made to get at least one such paper into some section or department of the National Educational Association other than Section XVI.

"Encouragement shall always be given to having in the Section meetings papers and discussions by those not directly connected with the work of special education.

"Exhibitions of the work of special schools or pupils had in connection with any meeting of Section XVI, shall be educational in character and of high standard, or, if sporadic, shall be particularly illustrative of one or more papers presented at the same meeting. When possible and practical, exhibits of the work of special schools shall be placed side by side with similar educational exhibits from other kinds of schools. Papers and discussions coming before Section XVI shall be general in treatment, or of such character as to be interesting and instructive to teachers in general; to that end, therefore, all controversy over special methods and systems shall be out of order and as such dispensed with."

After due consideration, the Committee approved the suggestions contained in Mr. Allen's report, and begs to make the following recommendations:

1. The name of the Department shall be, *Department of Special Education—relating to children demanding special means of instruction.*

2. The object of this Department shall be to bring persons engaged in the education of children requiring special methods of instruction into contact and affiliation with teachers in general, for the interchange of ideas for mutual benefit.

3. All communications shall be non-technical in character for the purpose of securing an interchange of ideas between those engaged in general and those engaged in special education.


4. To secure from specialists papers of general interest for presentation to the general Convention or its Sections.

5. To secure from prominent educators the presentation of papers before this Department.

6. All matters to be presented at any meeting shall be approved in advance by the Executive Committee.

The chair appointed Mr. Allen to secure the co-operation of the teachers of the blind in making an interesting programme for the meeting in Minneapolis, and Mr. Gruver to secure papers from the teachers of the deaf, and agreed himself to do what he could to secure interesting papers from general educators for Department XVI and to represent the Department at the meeting of the general Convention.

It was also agreed to invite the officers of the several Institutions at Faribault, Minn., to constitute a local committee on arrangements.



## POSTPONEMENT OF THE SUMMER MEETING AND THE PROPOSED SUMMER SCHOOL.

*To the Members of the American Association to Promote the Teaching of Speech to the Deaf:*

A sufficient number of applications for admission to the proposed Summer School not having been received by the Committee in charge to warrant the opening of the School upon the plan outlined in the published notice in the February number of the REVIEW and the March number of the Annals, the Board of Directors of the Association hesitate to assume the responsibility of opening the School with the resources now at their command, and therefore have decided it advisable to postpone the project until another year, thus giving themselves ample time to provide ways and means to carry out their plans upon a more liberal basis than was contemplated the present year.

The Committee in charge of the Summer Meeting, feeling that it is highly desirable that the Summer Meeting be held in conjunction with the proposed Summer School when opened, has recommended its postponement also until another year, which recommendation the Board has unanimously approved.

Notice is therefore given to the members of the Association and all others interested, that the Summer Meeting of the Association and the Proposed Summer School, announcements of which were made for the coming summer as mentioned above, are hereby postponed until another year.

ALEXANDER GRAHAM BELL,  
*President of the Association.*

---

## REPORT FROM THE COMMITTEE ON SUMMER SCHOOL.

DR. ALEXANDER GRAHAM BELL,

*President American Association to Promote the Teaching of Speech to the Deaf.*

*My dear Sir:*—In behalf of the Committee on the Proposed Summer School of Articulation, I beg to report that there have been received to date but nine bona fide applications for membership in the proposed classes of work. As this number

Jones, Mabel Kingsley, School for the Deaf, Mt. Airy, Phila.  
Jørgensen, Kand. G., Det kongl. Døvstummeninstitut, Freder-  
icia, Norway.

Kearny, Alfred, School for the Deaf, Jackson, Miss.

King, Marian, Jacksonville, Illinois.

Kirkpatrick, Miss A., 916, 14 $\frac{1}{2}$  St., Rock Island, Illinois.

Kyhlberg, Dr. O., Manilla, Stockholm, Sweden.

LaRue, Ida, School for the Deaf, Mt. Airy, Philadelphia, Pa.

Lee, Jane, School for the Deaf, Jackson, Miss.

London, Bessie A., School for the Deaf, Mt. Airy, Philadelphia.

Miller, Wm. E., Carlisle, Pennsylvania.

Newcomer, Waldo, 56 W. Biddle St., Baltimore, Md.

Newlee, Clara Ellen, 6550 Yale Ave., Chicago, Illinois.

Nordin, Mrs. Elizabeth Anrep, Forsstanderinna för Skolhem-  
met för blinda döfstumma, Wenersborg, Sweden.

Olin, Caroline L., School for the Deaf, Mt. Airy, Philadelphia.

Osterhout, Alice, School for the Deaf, Scranton, Pa.

Page, John, State House, Little Rock, Arkansas.

Pybas, Adelaide H., School for the Deaf, Mt. Airy, Philadelphia.

Roberts, Emma, School for the Deaf, Mystic, Conn.

Saunders, Adah, School for the Deaf, Jackson, Miss.

Steiner, Bernard C., Enoch Pratt Library, Baltimore, Md.

Stone, Elizabeth A., Sch. for the Deaf, Mt. Airy, Philadelphia.

Thorne, Mrs. R. Edgar, 351 Victoria Ave., Montreal, Quebec.

Tilson, Mary D., School for the Deaf, Trenton, N. J.

Tingley, Elizabeth Scott, Sch. for the Deaf, Mt. Airy, Phila. Pa.

Titze, Gerhard, Dofstumskolan, Karlskrona, Sweden.

Taylor, Mrs. Jean McN., School for the Deaf, Jacksonville, Ill.

Tuttle, Mary W., School for the Deaf, Mt. Airy, Philadelphia.

Waldo, E. F., Birmingham, Michigan.

Walther, Eduard, Der Konigl. Taubstummenanstalt, Elsasser  
Str. 27, Berlin, Germany.

Watzulik, Albin Maria, S— A, Altenburg, Germany.

Wetzel, J. W., Carlisle, Pennsylvania.

Whitney, Mary M., School for the Deaf, Mt. Airy, Philadelphia.

Wilson, Marti Keene, 435 Clinton Ave., Albany, N. Y.

Young, Elizabeth R., Sch. for the Deaf, Mt. Airy, Philadelphia.

Young, Mrs. M. C., School for the Deaf, Jackson, Miss.

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#### LIFE MEMBER.

Bell, Mrs. Alexander Melville, 1526 Thirty-fifth St., Washing-  
ton, D. C.

# THE ASSOCIATION REVIEW

PUBLISHED BY THE AMERICAN ASSOCIATION TO PROMOTE  
THE TEACHING OF SPEECH TO THE DEAF

EDITED BY

FRANK W. BOOTH

June, 1902

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# The American Association to Promote the Teaching of Speech to the Deaf.

(Incorporated Sept. 16, 1890.)

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*Term Expires 1904.*

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The American Association to Promote the Teaching of Speech to the Deaf welcomes to its membership all persons who are interested in its work. Thus the privilege of membership is not restricted to teachers actively engaged in the instruction of deaf children, but is extended to include Directors or Trustees of schools for the deaf, parents or guardians of deaf children, the educated deaf themselves who wish to aid by the weight of their influence and by their co-operation the work that has done so much for them, and all other persons who may have had their hearts touched with a desire to show their interest and to help on the work.

Every person receiving a "sample copy" of THE ASSOCIATION REVIEW is invited to join the Association. The membership (or dues) fee is \$2.00 (8s. 4d.) per year, payment of which to the Treasurer secures (after nomination to and election by the Board of Directors) all rights and privileges of membership together with the publications of the Association, including THE ASSOCIATION REVIEW, for one year. To *non-members*, the subscription price of THE ASSOCIATION REVIEW is \$2.50 (10s. 4d.) per year.

**DONATIONS, ANNUAL SUBSCRIPTIONS, AND REQUESTS ARE SOLICITED. LIFE MEMBERSHIPS MAY BE OBTAINED UPON THE PAYMENT OF \$50.**

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# THE ASSOCIATION REVIEW.

VOL. IV, No. 3.

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JUNE, 1902.

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## UPON THE ORGANIZATION OF THE EDUCATION OF THE DEAF IN PRUSSIA.<sup>1</sup>

### II.

O. DANGER, EMDEN, GERMANY.

It has already been noticed that in Prussia they have in consideration the two following circumstances in regard to the educational work for the deaf:

1. The majority of the pupils come from the inferior and the middle classes of society.

2. The deaf are abnormal individuals. A not small part of them are affected, besides with deafness, with other imperfections of mind and body, or with those abnormal conditions which were the consequences of the disease which destroyed their hearing.

In regard to the first of these circumstances, the management of the majority of the Institutions for the deaf is simple. As to the first and second, the pupils are treated somewhat better than they would be, if, like hearing pupils, they should remain in their own families. This however has no evil consequences although it might be hurtful if they became accustomed in youth to a style of living suitable to a more elevated social position.

Besides this, as they are abnormal individuals, there is no reason why they should receive an instruction superior to that they would have received if they had remained at home in their own family like their brothers and sisters. One searches in

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<sup>1</sup>Translated and abridged by Giulio C. Ferreri, Washington, D. C.



vain therefore in the didactic plans of the Prussian institutes for any thing *scientific*; no program requires more than that of a simple elementary school, and every where they are restricting the program more and more to those branches which are taught in the elementary schools for hearing children.

It happens however that even what the school for the deaf demands in matter as in form is still too difficult for the deaf who are less endowed in mind and body, and the percentage of these unfortunates is still greater among the deaf than among the hearing. For hearing children of little intelligence they have already in Germany special schools with less obligation in regard to instruction or with much more limited didactic programs. One feels the need of this even more in the Institutions for the deaf; and hence the appropriateness of separate instruction for the less intelligent deaf, as they already have in the provinces of Schleswig-Holstein and of the Rhine. It is to be hoped that the example will be followed elsewhere.

One would also seek in vain in Prussia the gigantic *public* Institutes like those which North America possesses. Those of Breslavia (200 pupils) and of Ratibor (279 pupils) are really *private* institutions.

In regard to the general organization it should be noticed principally:

1. That the children of normal intelligence, and those of abnormal intellect, (and also often abnormal body), are instructed in separate Institutes.

2. The Institutes, which admit pupils every year, number about 80 pupils, with about 9 teachers, including the principal.

3. In the Institutes which admit pupils only every two years, the number of pupils must not be greater than 40 with 5 teachers including the principal.

From the most recent statistics they have the following results for Prussia:

Number of institutes, 55 (with 3 supplementary schools for the less intelligent).

Number of classes, 403.

Number of pupils, 4051 (of whom 2257 are male and 1794 female).

Number of teachers, 460 (including the principals).

"He who wishes the good of the school, will first of all provide for the teachers." This is an old saying, but always true however. How are they in this respect in Prussia? One must reply that there still remains something to be desired. One cannot deny however that the authorities of some of the Institutes have the commendable intention of improving the condition of the teachers, but they are prevented by scarcity of means.

The salaries are not the same every where, but also living is more or less expensive in the different places where the Institutes are found. They have the largest salaries in Berlin. There the principal of the Royal Institute receives, besides lodging, 6000 marks (\$1500) a year, and the principal of the Municipal school 4800 marks (\$1200). The other teachers also are well paid in Berlin. The ordinary teachers of the Royal Institute receive, besides a compensation for lodging, 4370 marks (\$1100) a year, and those of the Municipal Institute 4750 to 4800 marks (about \$1200), besides a compensation for lodging. The female teachers however of these Institutes receive, besides a compensation for lodging, 2940 marks (\$735) a year.

Those who receive the least at present are the teachers of Angerberg, a small town of scarcely 5000 inhabitants. They receive 3616 marks (\$900) a year.

In comparison with the salaries of the American teachers, those of Prussia are very low, but the educators here have certain advantages over their American colleagues.

1. All the male and female teachers have a *fixed* position for life. Except in case of bad conduct, they are sure of remaining in their position for life. And while the authorities cannot ever remove them from their post, they have the right of resigning when they wish.

2. The increase of their salary is regulated in a manner (from 3 to 3 years) to allow them to plan with security upon the progressive improvement in their condition.

3. They have also the right to *pension* when on account of age, or physical or mental weakness, they are no longer able to teach, and they receive then a part of the salary, not as charity, but as a right. And the benefits of the pension, graduated in

proportion to the years of service, are extended also to the widows and the children under age.

They also receive honors for merit, which one does not have in America.

The Prussian Institutes for the deaf are schools for deaf children, like the elementary schools for hearing children. The Institutes therefore have finished their tasks in regard to them, when, after the scholastic course of 8 years (at about 16 years of age) they send them back to their families. The starting of the deaf in ordinary life is the business of their relatives and guardians. In regard to the practice of religion, it is the affair of the church to which they belong. In respect to an industrial education, when the deaf have reached the age to exercise a trade, the charitable organizations are obliged to provide for them. But as this would not be sufficient for the purpose, the Prussian Institutes, not having a special department for the industrial education, interest themselves in time by helping the pupils who have graduated from their Institutes in starting in work. There has existed ever since 1817 a royal decree which establishes the payment of a premium of 150 marks (about \$40) for the tradesman who has initiated a deaf-mute in the exercise of a trade. This premium will only be paid at the end of the apprenticeship. The premium can also be obtained by dressmakers who have taught their trade, for a year *at least*, to a deaf girl.

There is still much to be desired in the spiritual care of the adult deaf, who, on account of their large numbers, cannot be admitted to divine service on Sunday in the Institute of the city where they live, and therefore, little by little, they lose the habit of attending church. It will be necessary to provide special services for them by a pastor of their own.

The Prussian Institutes have no provision for the assistance of the deaf who are poor. But still they have been able to put together special funds for helping them during the course of instruction, in regard to clothes, school books, etc., and later for the implements of trade, sewing machines, etc.

The question has also been carefully considered concerning the special treatment for the hearing of our pupils, and in regard to auricular teaching.

A ministerial decree of Sept. 7th, 1898, was made in order to recommend special medical treatment by a physician for the pupils of the Institutes of the deaf.

There was also ordered a special instruction for the physicians of the Institutes of the deaf, in respect to the organs of hearing and speech, so that they may be able to perform the ordinary treatment of common diseases of those organs, and to judge eventually of the necessity of special treatment. With this object two special courses of lessons (1900-1901) were given at the Royal Institution of Berlin. Every physician who took part received a subsidy from the Government of 300 marks (\$75). These courses had also the good effect of making the relations between the physicians and educators more intimate and cordial, and to increase the knowledge of both parties.

The observations made on these occasions upon the pupils of the R. Institute of Berlin, showed also that special medical research and a continuous care of the organs of hearing, of speech, and of sight are of the greatest advantage even *for the instruction*.

The plan of instruction for physicians in regard to the proper observation and treatment for deaf children comprised:

1. The general sanitary conditions for the school.
2. Deafness in relation to the examination and treatment of the ears, and of the faringo-nasal cavity.
3. Examination and treatment of the throat and larynx.
4. Examination and treatment of the ears.
5. Physiology, psychology, and pathology of speech.
6. Instruction of the deaf.
7. Necessary treatment for the deaf who have left the school.

The Government of Prussia also took notice of the rumours of an awakening and improvement of the sense of hearing proclaimed at first by Prof. Urbantschitsch of Vienna. It is well known that the results did not correspond with what had been promised at the beginning. Prof. Bezold of Munich recommenced the researches on the same subject, which were put into practice by the Director of the Central Institute of Munich

(Bavaria). In 1899 a Congress of physicians and educators of the deaf took place in the same Institute, in which also the Prussian teachers took part, who were sent there by the Government and by the Provinces. On that occasion the Director of the Institute of Munich showed the results obtained; they were not however such as to induce the authorities of the Prussian Institutes to make the slightest alteration in the didactic plans in vigour until then.

From what we have considered above, we can now draw our conclusions and affirm that the matter of the education of the deaf in Prussia has derived its advantages from centralization, and also from the opposed system, and that the method pursued at present offers opportunity and gives an impetus to a good and progressive development. From the center, that is from the Ministry of Instruction, no commands are given in regard to the instruction in the Institutes, even in the limits permitted to them by the law of May 11th, 1872. The Ministry do more and better than command: they govern and guide. As long as the Institutes proceed according to the German method, they are given sufficient liberty of action. In this sense also the great Institutions of East Prussia might improve their condition. In regard to what concerns the care of the deaf, the Government authorities of Prussia even exceed what is imposed upon them by the law just mentioned. What is now needed is a law for the *compulsory* education of the deaf, which would aid in removing the obstacles which still impede the progress of this educational work. It is true that under the present conditions compulsory education is less necessary than in the past, especially in regard to the Institutes. But these ought to be placed, by a legislative provision, in a condition to receive pupils at the most favorable age for instruction. The limit according to what experience teaches us, and also the most favorable time for beginning instruction, is seven years of age. But until the relatives of deaf children are obliged to comply with this rule, on the part of the school, they will continue to wait until the extreme opposite limit of 12 years of age. These adult pupils are a burden to the Institute which is thus prevented from

receiving pupils at the prescribed age of 8 years. When once the law for compulsory instruction is obtained, it will also be casier to secure the separation of the deaf of little intelligence, but who are still capable of receiving instruction.

## SOME MUSCLES USED IN SPEECH. IV.

ADELLA F. POTTER, WATERTOWN, N. Y.

### I. MUSCLES WHICH SHOULD BE RESTRAINED FROM CONTRACTION DURING VOICE PRODUCTION.

The faults of voice production thus far considered have been committed because essential muscles have either failed to act or have acted with disproportionate force. For instance, the sinking of the larynx may be due to inaction of the up-pulling *stylo-glossi* and *palato-pharyngei*, or, as is more probable, these may not be inactive, but the down-pulling sterno-hyoid and omo-hyoid may be contracting *more* forcibly thus destroying the balance and pulling the larynx downward.

Another class of faults arises from the contraction of muscles which interfere with the action of those which have been described as essential to pure tones. Although such muscles scarcely come within the scope of these articles, yet the practical benefits to be derived from a knowledge of their action are so great as to call for at least a slight description. It somewhat simplifies matters to learn that these interfering muscles are all attached to the hyoid bone. They are able in two ways to counteract the force of those muscles which tilt the thyroid cartilage upon the cricoid and stretch the vocal shelves; either by neutralizing the force exerted by the tilting muscles, or by pulling the united larynx and hyoid bone away from the spine. These interfering muscles are shown in Figs. XV and XVI.

MYLO-HYOID, GENIO-HYOID, AND GENIO-HYO-GLOSSI MUSCLES:—The *mylo-hyoid* muscle, seen in both diagrams, forms the floor of the mouth. It is attached to the hyoid bone, and to the lower jaw all around. Above this muscle may be seen in Fig. XV, the *genio-hyoid*, extending from the chin to the hyoid bone; and, still above this, the lower fibres of the *genio-hyo-glossi*, also extending straight back from chin to hyoid.

**ACTION:**—These muscles can pull the hyoid bone forward, and with it the larynx, when they are united as in singing or speech, thus drawing the cricoid away from the spine, or leaving it in such loose contact as to prevent the tilting of the thyroid upon the cricoid, and the stretching of the vocal shelves. A part of another muscle can disturb the action of the essential vocal muscles in the same way. This muscle, the digastric, is shown in Fig. XVI.

Figure XV.

Soft pal-  
ate.

Spine

Rear end  
of vocal  
shelf

Crico-  
thyroid  
joint.

Sto-  
mus-  
cle

Hyoid  
bone.

muscle.

Side view of the left half of tongue- and obli-muscles, the right half having been sliced away by a perpendicular cut. [*Mandl.*]

**DIGASTRIC MUSCLE:**—"This muscle really consists of two muscles joined together near the hyoid bone by a tendon. As Fig. XVI represents, it starts from the cranium a little behind and inside of the styloid process and extends downward and forward till it almost reaches the hyoid bone; here it turns in a bold curve to continue virtually as a new muscle, now forward, and very slightly upward, to fasten itself upon the inner side of



the chin. Though it does not quite reach the hyoid bone, it is connected with it in two ways: (1) by a broad band of aponeurosis, or non-elastic fibrous tissue, which binds it firmly to the body of the hyoid bone and to the part of the horns close to the body; (2) by the stylo-hyoid, which it pierces near the hyoid bone.

Figure XVI.

Diga

Side view of muscles attached to the hyoid-bone. [Gray.]

"The *digastric* is one of the most mischievous of all the interfering muscles, because it can disturb in so many ways."

ACTION:—"As both of its parts have an upward inclination, they can combine to pull the hyoid body strongly upward, thus counteracting the essential down-pulling thyroid-tilting muscle, the sterno-hyoid, and also the assistant, the omo-hyoid muscle;

for they pull upward upon the body of the hyoid bone, just opposite where the latter muscles pull downward.

“2. Its forward part can pull the whole bone and attached larynx forward, and thus loosen or remove the cricoid cartilage from the spine.

“3. Its rear part is guilty of a peculiar and pernicious fault, by drawing the hyoid bone backward with the aid of the stylo-hyoid, while the forward part of the muscle pulls forward with still greater force, aided by the muscles just described. The fault is made manifest to the ear during voice only by its peculiarly choked and impure sound, though neither loud nor guttural.”

STYLO-HYOID-MUSCLE:—This slender muscle is shown in Fig. XVI. “It is fastened above to the styloid process, and though at first it lies a little below and outside of the digastric, it approaches it in its descent, and meets it near the hyoid bone; here it splits into two parts, to embrace the digastric muscle, but unites these parts again, to continue as one part, and finally fasten itself upon the hyoid bone just where the body joins the horns.”

ACTION:—“The stylo-hyoid assists the rear portion of the digastric, having nearly the same direction. It can therefore oppose the down-pulling of the sterno-hyoid and omo-hyoid, and thus weaken their thyroid-tilting effect.”

Of these interfering muscles, the genio-hyoid, the forward part of the digastric, and the lower fibres of the genio-hyo-glossi, all have their front ends attached to some part of the lower jaw, and are evidently designed to open the mouth by pulling the lower jaw downward. “But the jaw would fall to vocal position by the force of gravity alone, if the tongue were loosened from the roof of the mouth, and the lips parted, and these muscles would do little harm even though they did shorten themselves to favor this movement.”

“The entire group of jaw muscles which pull the hyoid bone forward and upward so injuriously, can make a powerful effort only when the lower jaw is held up by other muscles connecting it with the cranium. Of these there are three: the temporal, the

masseter, and the internal pterygoid." These are shown in, Figs. XVII, XVIII, and XIX.

Figure XVII.

Temporal muscle.

Cut end of zygoma  
(bridge-like bone  
from cheek-bone to  
side of head.)

View of the temporal muscle. [*Reduced from Gray.*]

**ACTION:**—The office of these powerful muscles is to draw the lower jaw upward against the upper as in mastication. Their

Figure XVIII.

Branch of the  
masseter      Masseter      Angle of  
muscle      muscle      lower jaw.

View of the masseter muscle.

action may be studied by placing the hand against the side of the face while moving the jaw as in chewing.

The sensation excited by the correct use of the essential muscles is much less than that exerted by these pernicious jaw muscles. This is due in part to the fact that in correct voice production there is but slight displacement of the organs; the palato-hyoid bone, etc., being held in their natural positions while these muscles are contracting strongly.

It is easy to see how the singer, and especially how the deaf speaking child, is tempted to use these interfering muscles. Since they move the jaw they would seem to be legitimate muscles of speech, and, in seeking some effort which can be felt, he brings these into use, but always with disastrous results.

Because of the pernicious effect of the use of these muscles

**Figure XIX.**

Socket of lower  
jaw.

External ptery-  
gold muscle.

Internal ptery-  
gold muscle.

Side view of jaw muscles.

upon the singing voice, there has grown up the theory of "relaxation." The pupil is told to keep the throat perfectly relaxed, and in following such a direction the essential muscles are also checked, and an artistic tone becomes impossible.

**TESTS FOR THE USE OF INTERFERING MUSCLES.**

TEST No. 8. Place the finger against the front of the hyoid bone. If there is too much flesh to admit of actually feeling the bone, simply push backward at the angle of chin and

neck, for the movement of the bone will move the flesh with it. Then sing or speak on different pitches, and, if the finger is pushed forward by the bone, be assured that the force exerted by the thyroid-tilting, shelf-stretching muscles is being counteracted by the four jaw muscles which are pulling forward the bone.

TEST No. 9. Place the thumb under the chin in front of the angle of chin and neck. Sing or speak, and if the muscles are felt to harden and push down, know that the same fault is being committed as in the above test.

TEST No. 10. Place the hand against the side of the face, and if the muscles are felt to stiffen during singing or speech, you may know that the up-pulling muscles are holding the jaw supported, and thus assisting the down-pulling to counteract the thyroid-tilting forces. By looking in a mirror the stiffening may be seen.

#### Interfering Muscles:

Attached to the hyoid-bone,	{	forward-pulling,	{	mylo-hyoid, genio-hyoid, genio-hyo-glossi, forward part of digastric.
		upward-pulling,	{	rear part of digastric, stylo-hyoid.
Pulling upward upon the lower jaw,			{	temporal, masseter, internal pterygoid.

## 2. WAYS IN WHICH MUSCLE DEVELOPMENT MAY HELP THE DEAF.

A word in closing as to the benefits of muscle training as applied to the deaf. In regard to pitch much may be done. The very high voices so often met with would indicate either that the muscles pulling downward upon the larynx, the sterno-hyoid and sterno-thyroid, are wholly inactive, or that those pulling upward, probably the palato-pharyngei, are acting much more powerfully, or still again, that the efforts of the down-pulling

muscles are being counteracted by the contraction of the interfering muscles. By careful development of the down-pulling sterno-thyroid and sterno-hyoid, and by acquired control of the pernicious jaw muscles, the pitch cannot fail to be lowered. Contrariwise, the low guttural voices indicate that the palato-pharyngei are either inactive or that the down-pulling sterno-thyroid and sterno-hyoid are overpowering them and pulling the larynx downward. By bringing into use or strengthening the up-pulling forces such voices may be gradually raised to the normal pitch.

Although, as elsewhere stated, the method of development is not within the province of these papers, it may not be amiss to say just here that exaggerated use of the muscles is often necessary in order to restore to the normal. When by long misuse, the muscles are falsely adjusted to each other, or, in other words when the balance is lost, there is no way in which it can be so quickly restored as by continued isolated use of the opposing weaker muscles. For instance, a pupil whose voice was abnormally low, has been required to spend much time on exercises intended to strengthen the palato-pharyngei and to give control of pitch; and as soon as these objects were in a measure attained there followed much drill in reading and talking in a very high voice with the result of marked improvement in the pitch of the ordinary voice.

By teaching the deaf child the use of the palate muscles in the formation of vowels there will be gain, not only in intelligibility but, through less need of lip action, gain also in ease and naturalness of speech; the appearance of the child will be improved and the speech as addressed to both ear and eye will be more normal.

The *huskiness* apparent in so many of the voices of the deaf is usually due to weakness of muscular effort. The vocal shelves not being sufficiently stretched remain too far apart, thus allowing too much breath to escape. By strengthening the extrinsic muscles and bringing them into correct use in speech, the vocal shelves will be stretched and this huskiness can not fail to disappear.

*Nasality*, that *bete noir* of teachers of the deaf, is, of course, caused by incorrect use of the palate muscles and can be removed by their development and correct use.

The line along which the most marked improvement can be made is doubtless in that indefinable something which we call *quality*. Huskiness and nasality of which we have spoken come, it is true, under this epithet, but we will all agree that 'term represents a vastly wider concept. It is defect in *quality* which so often renders the voices of our deaf children painful to strangers and which sometimes makes unintelligible the most correctly articulated speech. Since it must in the nature of things be true that well-trained muscles correctly used cannot fail to give pleasant agreeable voices, why may not such voices be acquired by all deaf children of ordinary mental capacity? Do not the disagreeable unnatural voices of our deaf pupils of themselves proclaim the fact that we, their teachers, have not ourselves known the correct use of the vocal muscles?

In re-reading Miss Allen's paper on "Voice Culture," to which I made reference at the beginning of these articles, I am forcibly impressed by her appeal for the study of vocal music by all teachers of the deaf. But little can be done for the children without this previous training of the muscles of the teachers. Utter ignorance of music, or, as it is often expressed, "no voice" for singing, need be no bar to this voice culture. Indeed it may be an advantage for, as the weaker muscles become strong by training and are brought into correct use, qualities previously unknown to the voice appear one after another and our faith grows in the possibilities of such training for our pupils. There is an added advantage in the fact that in singing all voice producing muscles are called upon more strongly than in speech.

The purpose of these papers will have been fulfilled if they have made clear that in so far as we can succeed in strengthening the undeveloped muscles of the deaf children and in bringing them into correct use during speech, in just so far will the resulting voices approach those of the hearing in pitch and in quality. By training continued during all the years of a child's school life, what may we not accomplish?

## “THE INSTRUCTION OF WISDOM.”

¶ KATHARINE FLETCHER, NORTHAMPTON, MASSACHUSETTS.

In a time-honored volume whose every page is weighty with condensed thought we find the statement, “Iterations are commonly loss of time.” This is a judgment pronounced by the most illustrious man that ever had a seat upon the English woolsack, a man so great that the glory of having conceived the *Instauratio Magna* is not considered enough for him, and every now and then we are assured that to him belongs the even greater glory of having created Hamlet, King Lear and Othello.

But, conceding all the claims made for the Baconian authorship of Shakespeare from their earliest inception in the fertile brain of Delia Bacon to their latest recrudescence in the cerebrum of the enthusiastic Mrs. Gallup, (the names suggest an interesting query. May it be that a prophet of to-day might safely echo, apropos of the Shakespeare-Bacon controversy, the wail of the disheartened and dying king over his enfeebled sovereignty, “It came in with a woman and it will go out with a woman”? Heaven grant it!) it still remains to be said, and the statement may probably be made without fear of contradiction from Mrs. Gallup or anybody else, that Francis Bacon, Baron Verulam, Viscount St. Albans, and Bard of Avon was never an instructor in a school for the deaf. What then could have been his qualifications for speaking on the subject of iteration?

We of “The Profession,” who have had an experience which my Lord Bacon’s narrower life denied him, know full well that in our line of work iteration is our only hope. We therefore venture boldly to dispute the dictum of the great Chancellor, and confidently to assert that in all probability no one valuable truth has ever been uttered so many times in any of our school-rooms that it would not have been better for some pupil in that room if it had been repeated once more.



In view of this fact, and bearing also in mind another deliverance of his Lordship's on the same subject when in his Falstaffian disguise he cries out against the "damnable iteration" which is almost too much for even his saintly qualities to withstand, I have been endeavoring of late to devise a scheme by which I might retain the desirable, and eliminate what Sir John was pleased to call the "damnable," characteristics of everlasting repetition, especially in the presentation of ethical truth—the very department of speech in which the worthy knight found iteration so offensive.

The broad, fundamental ideas which are the bases of all right conduct, the great life-giving thoughts which regulate a man's behavior to his fellows, are not named legion; they are not too many to be accommodated, and that without crowding, in an intellect of very moderate capacity; the old Hebrew jurist made what has long been considered a very decent summary in ten short sentences; but, few and easily apprehended as they are, the forms of speech in which they have found expression are indeed Protean. Endowed with immortality, after having served the age and nation which gave them birth, they have reappeared from time to time, as God has willed, to repeat their salutary lesson in distant climes and speaking with other voices.

These ideas are the common property of the race, and an individual of any kindred or nation or people or tongue is free to appropriate them, clothe them anew as best suits himself, and offer them again to his fellow men. The moralist presents them by themselves, in all their stern severity; the philosopher utilizes them as pillars and buttresses in the temple which he rears for succeeding ages; the satirist mockingly repeats them with a bitter laugh at the ridiculous figure which poor human nature cuts in struggling to attain to such high standards; the historian weaves them incidentally into his fascinating tale which goes on like a magazine story "to be continued," and which shall reach its "Finis" only when mortal man shall at last lay down his weary pen; the novelist employs them with the hope of giving verisimilitude to the creations of his brain, so like—or must we, in the majority of cases, say so very unlike?—the men and women of flesh and blood; and the poet, *facile princeps* among

them all, takes us to the Mount of Transfiguration and shows them to us glowing with such divine radiance, and shows us our old world beneath their blessed sway so ennobled and glorified, that, while we linger on that sacred height, the heart within us takes fresh courage and we feel—in spite of present suffering and wrong—that the earth will not always be at strife with heaven, and that humanity can calmly wait the sure and certain coming of the golden year.

And manifold as are the repetitions of these old, everlasting truths, mankind never seems tired of listening to them as they echo down the ages. To one who has even a slight acquaintance with the literatures of different periods of the world's history, and who has at the same time a love of literary form, of what Walter Pater so happily calls "the finer accommodation of speech to the vision within," there are, I suppose, few keener pleasures than that of noting the varied felicities of the "speech" in which the great seers have thus attempted to reveal what would seem to have been the one same "vision."

Now, as teachers, our business with a child is to enable his untrained eyes to catch some glimpse of these high ideals of life, without which he might as well—and for that matter, might much better—have appeared on our planet in the days before the evolution of the soul. In other words, among the different sciences and arts, of which we must give him some knowledge, it is preeminently our business to teach him the science and art of right living—a sufficiently comprehensive task, I admit, and simply appalling as it stands here in plain black and white, but it is too late now to be groaning over that. The time to draw back from this labor, compared to which it cannot be denied that the labors of Hercules were as naught, was when we were making our contract with principal or board of trustees, and stipulating for our salary. For, although this kind of instruction may not have been nominated in the bond, we may be very sure that in the High Court of Equity the obligation to impart it will be held to be as binding upon us as if we had acknowledged it before a justice of the peace.

To those of us who are a little uncertain as to our own ability to pass an entirely satisfactory examination in the de-

partment of right living, it is a relief to have somebody else do a part of the talking. We feel that there are lips from which counsels of perfection would be likely to fall with somewhat more weight than from our own. And, fortunately, they are not far to seek. One has only to step through the library doorway to find himself in the presence of those lofty souls whose God-given mission it has been to inspire with some degree of high purpose, and strength and steadfastness, the countless generations of mankind.

Here, then, let the teacher who is sick with the thought of his own incompetence bring his flock. If he fears, as he may have good reason to, that the iteration of his own sorry commonplaces will prove as unprofitable to his hearers as Prince Hal's admonitions did to the incorrigible Jack Falstaff, let him avail himself of the gracious privilege of occasionally diversifying them with the almost infinitely varied utterances of the kings of thought who vouchsafe to hold audience within library walls. Let him keep silence once in awhile and listen with his pupils to the masters who teach in this schoolroom.

It was with the thought of securing the aid so ungrudgingly bestowed by these potent helpers that, some time ago, I began the practice of giving to my class short quotations, mainly relating to conduct, to be copied and preserved in books to which nothing else was admitted except brief notes concerning the authors quoted. The primary object in this work was to give these young people a sort of consensus of the opinions of the wise upon the subject of character-building, with the hope that as a result some important truths would be more firmly impressed upon their minds and would eventually become powerful factors in their lives. I will admit that the plan commended itself to me also as likely to afford a pretty good opportunity for some valuable linguistic work in the study of figurative and elevated diction, for the acquisition of considerable knowledge about books and authors, and for the cultivation of literary perception and taste.

That this effort has not been fruitless seems very certain to me. It has plainly been an interesting and impressive fact, when once clearly evident to these boys and girls, that Homer

and Plato and Shakespeare talked about such simple things as telling the truth and choosing good companions and being friendly and unselfish and kind. And this has had in a measure the same effect on them that it has had on the rest of the reading world, the deepening of the conviction that there is nothing better even in the estimation of the greatest minds than the common, everyday virtues.

The pleasure which this slight study of scraps of good literature has given, and the mental benefit resulting therefrom, have been shown by the frequent question, "Can't we have a quotation to-day?" and the not uncommon exclamation, "That is fine!" when something of especial dignity or beauty has been written on the wall slate to be copied. The recurrence of the same idea began very soon to attract the attention of my young friends, and their ability to recognize an old thought in a new dress has been very greatly developed. For instance, a little while ago an extract from one of the odes of Pindar—given below—concerning the irrevocableness of human action was under consideration, and, before a single word of explanation from me, was referred by most of the class to the lines from the "Rubaiyat"—"The moving finger writes"—etc., when I asked them what Pindar's words reminded them of. Probably, however, they would not at that time have recalled Omar's stanza if it had not been often repeated before. I have had a good many of these extracts committed to memory, believing things of this kind to be as essential to an education as, say, the capitals of the South American states. Not that I would be understood as speaking disparagingly of those esteemed capitals. We want to know them and to have our children know them, but there are other things that we also like to know and to have our children know.

The selection of quotations following is not a copy of anybody's "Gems of Genius" or "Words of Wisdom" or "Pearls of Price," but is a part of an original compilation which, as has been said, has proved of such real service to my pupils that I have thought some of it might be interesting to others. Of course it would be intolerable at one dose as given here, but administered a pellet at a time it has certainly worked well. Here it is any-

way. I give it for whatever it may be worth, remembering the remark of the English-hating Heine on leaving Westminster Abbey, as he dropped a shilling into the hand of the old verger, saying that he would have made it two if the collection had been complete.

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“Truth is the beginning of every good thing, both in heaven and on earth.” —Plato.

“Be it mine to dwell among the good and to win their love.” —Pindar.

“Think that this day never dawns again.” —Dante’s *Purgatorio*.

“For though we slepe, or wake, or rome, or ride,  
Ay fleth the time, it wol no man abide.” —Geoffrey Chaucer.

“To all who think good thoughts, speak good words and do good deeds, Heaven, the best world, belongs.” —The Avesta (*Zendavesta*).

The thing was true, but all truths are not to be spoken at all times.” —Seneca.

“The soul is dyed by the thoughts.” —Marcus Aurelius.

“As the Sandwich Islander believes that the strength and valor of the enemy he kills pass into himself, so we gain the strength of the temptation we resist.” —Ralph Waldo Emerson.

“A friend should bear his friend’s infirmities.” —Shakespeare.

“A quarter of an ounce of patience provideth for such inconveniences.” —Montaigne.

“Kind hearts are more than coronets.” —Alfred Tennyson.

“Let not thy hand be stretched out to receive and shut when thou shouldest give.” —Ecclesiasticus.

“Traduce nobody.” —Erasmus.

“Let a man try faithfully, manfully, to be right; he will grow daily more and more right.” —Thomas Carlyle.

“Cicero described a room without books as a body without a soul.” —Anonymous.

"This life is but the cradle of the other."

—Joseph Joubert.

"Derive useful lessons from past errors."

—George Washington.

"—Being gentle of mind, bright of countenance; honoring the gods, dispensing joy."

—The Rig-Veda.

"Love thyself last."

—Shakespeare.

"The sunbeam says, 'Be happy.'" —William Wordsworth.

"Procrastination is the thief of time." —Edward Young.

"If it is not right do not do it; if it is not true do not say it."

—Marcus Aurelius.

"When duty whispers low, 'Thou must,'

The youth replies, 'I can.'" —Ralph Waldo Emerson.

"How good to live and learn!" —Robert Browning.

"The moving finger writes; and, having writ,

Moves on: nor all your piety nor wit

Shall lure it back to cancel half a line,

Nor all your tears wash out one word of it."

—Omar Khayyam.

"Mistakes are lessons of wisdom."

—Arthur Helps.

"Let him have the key of thy heart who hath a lock on his own."

—Sir Thomas Browne.

"Difficulties are things that show what men are."

—Epictetus.

"Every violation of truth is a sort of suicide in the liar."

—Ralph Waldo Emerson.

"Steer right onward."

—John Milton.

"I would not willingly pass one day of my life without comforting a sad soul."

—George Herbert.

[On Ash-Wednesday]:

"The trivial round, the common task,

Will furnish all we ought to ask—

Room to deny ourselves, a road

To bring us daily nearer God."

—John Keble.

"Books are the voices of the dead."

—William E. Gladstone.

"An honest man's the noblest work of God."

—Alexander Pope.

"Venerate the gods and bless them, and do good to men."  
—Marcus Aurelius.

"The undiscovered country, from whose bourn  
No traveller returns."  
—Shakespeare.

"Strange, is it not? that of the myriads who  
Before us passed the door of darkness through  
Not one returns to tell us of the road,  
Which, to discover, we must travel too."  
—Omar Khayyam.

"Pathless the things beyond, pathless alike to the unwise  
and the wise."  
—Pindar.

"The wise man will ever want to be with one who is better  
than himself."  
—Plato.

"The reward of one duty is the power to fulfil another."  
—George Eliot.

"The only way to have a friend is to be one."  
—Ralph Waldo Emerson.

"The voice is powerful of a faithful friend."—Homer.

"Politeness is a kind of anaesthetic which envelops the  
asperities of our character so that other persons shall not be  
wounded by them."  
—Joseph Joubert.

"Life is a leaf of paper white,  
Whereon each one of us may write  
His word or two, and then comes night.  
Though thou have time  
But for a line, be that sublime!  
Not failure but low aim is crime."

—James Russell Lowell.

"What then is that about which we ought to employ our  
serious pains? This one thing—thoughts just and acts social  
and words which never lie."  
—Marcus Aurelius.

"Words without thoughts never to heaven go."  
—Shakespeare.

"Be not censorious."  
—Francis Quarles.

"Bright thoughts, clear deeds, constancy, fidelity, bounty  
and generous honesty are the gems of noble minds."  
—Sir Thomas Browne.

"The trick of laughing frivolously is by all means to be  
avoided."  
—Lord Chatham.

"Be curteys."  
—The Knight of La Tour Landry.

"If you would not be known to do anything, never do it."

—Ralph Waldo Emerson.

"Look just as pleasant as you can—it's contagious."

—Anonymous.

"Evil is wrought by want of thought,  
As well as want of heart."

—Thomas Hood.

"Kindness, nobler ever than revenge." —Shakespeare.

"The child is father of the man."—William Wordsworth.

"Now it is in my power to let no badness be in this soul."

—Marcus Aurelius.

"Serve God, and show kindness unto parents and relations  
and orphans and the poor and your neighbor."—The Koran.

[On Good-Friday]:

"Set thyself, therefore, like a good and faithful servant of  
Jesus Christ, to bear manfully the cross of thy Lord who out of  
love was crucified for thee."

—Thomas à Kempis.

"God uses us to help each other."—Robert Browning.

"Squander not time, for that is the stuff life is made of."

—Benjamin Franklin.

"Flowers—the jewelry of God."—Thomas De Quincey.

"Hail, ye small, sweet courtesies of life! for smooth do ye  
make the road of it."

—Laurence Sterne.

"The gods *sell* us all the goods we get from them."

—Old Greek Proverb.

"That best portion of a good man's life—

His little, nameless, unremembered acts

Of kindness and of love."

—William Wordsworth.

"Carrye noe tales."

—Roger Ascham.

"Silence is a great virtue, it covers folly, keeps secrets,  
avoids disputes, and prevents sin."

—William Penn.

"Above all other books be conversant in the Histories."

—Lord Bacon.

"In my opinion a man's first duty is to find a way of sup-  
porting himself, thus relieving other people of the necessity of  
supporting him."

—Thomas Henry Huxley.

"Kepen wel thy tonge."

—Geoffrey Chaucer.



"Coward fear, which oftentimes encumbers men, so that it turns them back from honored enterprise."—Dante's *Inferno*.

"Omit speaking whatever is without sense and reason."  
—Epictetus.

"Sow good services; sweet remembrances will grow from them."  
—Madame de Stael.

"It is a man's *duty* to have books. A library is not a luxury but one of the necessities of life." —Henry Ward Beecher.

"Beware chiefly of ydlenes." —Roger Ascham.

"Never meddle with other folks' business."  
—William Penn.

"Know your own business and mind it."—William Penn.

"Who dares think one thing, and another tell,  
My soul detests him as the gates of hell." —Homer.

"A boy is better unborn than untaught."  
—George Gascoigne.

"Men may rise on stepping stones  
Of their dead selves to higher things."—Alfred Tennyson.

"I find this world a very pretty place."—Charles Lamb.

"Miracles are good, but to relieve a brother, to draw a friend from the depths of misery, to pardon our enemies—these are greater miracles."  
—Voltaire.

"I don't think much of a man who is no wiser to-day than he was yesterday."  
—Abraham Lincoln.

"Admiration grows as knowledge grows."  
—Robert Browning.

"Read biographies of great men, statesmen, soldiers, philosophers, saints. There is no kind of reading more interesting, or which has a greater influence on character."  
—Benjamin Jowett.

"Never value anything as profitable to thyself which shall compel thee to break thy promise, to lose thy self-respect, to hate any man."  
—Marcus Aurelius.

"As ever in my great Task-master's eye."—John Milton.

"Beware of entrance to a quarrel." —Shakespeare.

"Read what is worth remembering and then—remember it!"  
—Edward Everett Hale.

"Keep thyself in peace, and then shalt thou be able to make peace among others."  
—Thomas à Kempis.

"No book, I believe, except the Bible, has been so universally read and loved by Christians of all tongues and sects as Thomas à Kempis' 'Imitation of Christ.' " —Thomas Carlyle.

"Knowledge is the food of the soul." —Plato.

"Write nothing, say nothing, think nothing which you do not believe to be true before God." —Joseph Joubert.

"There is always time enough for courtesy."  
—Ralph Waldo Emerson.

"Hast thou heard a word against thy neighbor ? Let it die within thee, trusting that it will not burst thee."  
—Ecclesiasticus.

"It is better to read a fine old book through three times than to read three new books through once."  
—Ainsworth R. Spofford.

"There are some that live without any design at all, and only pass through the world like straws on a stream. They do not go, but are carried."  
—Seneca.

"Politeness is the flower of humanity."—Joseph Joubert.

"The sea that to itself takes all—eternity !"  
—William Wordsworth.

"The world deals good-naturedly with good-natured people."  
—William Makepeace Thackeray.

[On Decoration Day]:

"On Fame's eternal camping-ground  
Their silent tents are spread;  
And Glory guards with solemn round  
The bivouac of the dead." —Theodore O'Hara.

"I wished to live honorably whilst I lived, and after my life to leave to the men who came after me my memory in good works."  
—Alfred the Great.

"Over fruitful earth and beyond the sea hath the light of fair deeds shined, unquenchable forever." —Pindar.

"Nothing great was ever achieved without enthusiasm."  
—Ralph Waldo Emerson.

"The evil thought is at first like a thread of spider-web, but finally it becomes like a cart-rope." —The Talmud.

"When you are obliged to speak ill of your neighbor look upon your tongue as a sharp knife in a surgeon's hand about to cut nerves and tendons." —St. Francis de Sales.

"O God, that men should put an enemy in their mouths to steal away their brains !" —Shakespeare.

"And Nature had a robe of glory on." —Percy Bysshe Shelley.

"I look out of the window and think, 'O perfect day ! O beautiful world ! O good God !'" —Nathaniel Hawthorne.

"This air which is so sweet  
That in my soul I feel the joy of it." —William Wordsworth.

"Kind words are the music of the world."—Anonymous.

"No noble task was ever easy." —Thomas Carlyle.

"Let thy oaths be sacred, and promises be made upon the altar of thy heart." —Sir Thomas Browne.

"Good name in man and woman, dear my lord,  
Is the immediate jewel of their souls." —Shakespeare.

"If I were a boy again I would school myself to say 'no' oftener." —James T. Fields.

"Read the best books." —Erasmus.

"A large part of the education which is obtained by the students of a school is that which they themselves give to one another." —Arthur T. Hadley.

"Every year adds its value to a friendship as to a tree." —James Russell Lowell.

"He is mighty who subdues his passion." —The Talmud.

"Be bold as a leopard and swift as an eagle and fleet as a hart and strong as a lion to do the will of thy Father which is in Heaven." —The Talmud.

"It takes a good deal to make people understand that if they break the Tables of Stone the pieces will cut their feet." —Rudyard Kipling.

"Give not thy tongue too great a liberty."

—Francis Quarles.

"Vse not to lye."

—Roger Ascham.

"For fearless virtue bringeth boundless gain."

—William Wordsworth.

"In matters of duty first thoughts are commonly best; they have more in them of the voice of God."—Cardinal Newman.

"Keep good company."

—George Herbert.

"I awoke this morning with devout thanksgiving for my friends."

—Ralph Waldo Emerson.

"No book is serviceable until it has been read and re-read, and loved and loved again, and marked so that you can refer to the passages you want in it, as a soldier can seize the weapon he wants in an armory."

—John Ruskin.

"Read and think."

—Charles Lamb.

"Death is not the end of life, but only one of the events in life."

—Phillips Brooks.

"Live unto the dignity of thy nature."

—Sir Thomas Browne.

"If I were a boy again I would school myself into a habit of attention oftener. I would remember that an expert on the ice never tries to skate in two directions at once."

—James T. Fields.

"Sweep away utterly all frothiness and falsehood from your heart; struggle unweariedly to acquire what is possible for every God-created man—a free, open, humble soul."

—Thomas Carlyle.

"The golden reins make not the horse the better."

—Seneca.

"Whoso would be a man must be a non-conformist."

—Ralph Waldo Emerson.

"It is impossible that a man can keep company with one who is covered with soot without being partaker of the soot himself."

—Epictetus.

"To have learned without retaining doth not make knowledge."

—Dante's Paradiso.

"Fair seed-time had my soul."—William Wordsworth.

## THE PSYCHIC DEVELOPMENT AND THE PEDAGOGICAL TREATMENT OF CHILDREN WHO ARE HARD OF HEARING.

GIULIO C. FERRERI, WASHINGTON, D. C.

The need of specialization in all the branches of study and of teaching was keenly felt in the second half of the 19th century, and one may say that this need has been answered in large measure not only on the part of students, but also on the part of the authorities chosen to take care of the institutions of culture and instruction. From this are derived innumerable advantages for the progress of the science of education, and for the rapid and sure advancement of every kind of study and research. What has remained somewhat backward in this respect, for reasons not necessary to mention at present, was the common schools, for whose perfect organization it is to be hoped that the 20th century will arrange.

As however it is reasonable and just that one should come only by degrees to the solution of the most complex problems, one cannot and must not fail to recognize the value of the single contributions whose sum will constitute sooner or later, the secure basis for sound reforms and for legislative provisions. It — seems to me that a precious contribution to this problem of the specialization of the common schools is brought by Prof. Karl Brauckmann in his recent publication upon *the psychic development and the pedagogical care of children who are hard of hearing*.<sup>1</sup>

It is a well known fact that for a long time one regarded as stupid and intellectually deficient these poor children who for the lack of a perfect sense of hearing, remained almost separated from the rest in the common schools, founded for the collective instruction of a number of children of every age and capacity. They were obliged later to recognize this number as excessive, even when constituted of children who were normal in mind and body.

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<sup>1</sup>Die psychische Entwicklung und padagogische Behandlung schwerhorige Kinder. Von Karl Brauckmann. Berlin. 1901.

Prof. Brauckmann is not a simple theorist in this kind of study but is in a favorable condition to draw his conclusions from personal observation and from the facts of the school and of life, as he is the Principal of a special Institute (Jena) for the education of children who are hard of hearing, or have entirely lost the sense of hearing after having learned their mother tongue. He can therefore truly say that this essay is the fruit of personal observation and experience. The same author published already in 1896 another important work upon the imperfections in the sense of hearing in children, in regard to their learning to speak; but in this new work of his, he studies the subject from the point of view of physiological psychology and of education.

The work is divided into four parts, of each of which I will endeavor to give here an abridged account.

1. *The sensations of the child who is hard of hearing.*

The first sensations of a child who is hard of hearing, to be taken into consideration, are of course the acoustic ones, which are exactly those which present the greatest difficulty in being verified experimentally. First, because the child is not able to give us an exact account of the impressions received by him from the sources of sound; secondly, because the most important part of the hearing apparatus is hidden from objective observation and otoscopic examination, as the labyrinth remains impervious as long as the individual is alive. Besides all this one must notice the fact that the acoustic sensation results from a combination of impressions which differ in infinite degree one from the other, as the intensity, the quality, the duration, the fullness of the vibrations of sound. One must also think of the many and delicate parts of the hearing apparatus which have not yet been measured with certainty in regard to their extension and activity in the complicated act of acoustic sensation.

The author takes in review all the physiological and pathological conditions of hearing, in order to indicate the miserable state of the child who is hard of hearing, and who remains shut out from all the delicate acoustic sensations. He comes to the conclusion that: "The acoustic world of him who is affected by auricular disease is not only smaller and more restricted, but

it is quite another thing from that of him who possesses normal hearing." And then it is an undeniable fact that the intensity of the sensations has a certain psychic influence. From this comes an injury to all the other fields of sensation. But that which has the most injurious influence upon the intellectual development of the deaf child is his imperfect perception of speech.

The author then passes to a more particular consideration of the psychic development of him who lacks perfect hearing for the perception of speech. He examines for this purpose the three categories of sensations upon which are based the possession of a language—the sensations of feeling, of hearing, and of sight—passing in review the analytical experiences of Oscar Wolf.

II. *The life of ideas and the character of the child who is hard of hearing.*

The lack of a perfect sense of hearing, whether it be congenital or acquired in tender infancy, deprives the children so affected of a series of ideas which are met with in language. So that even when they have acquired this language or rather the vocabulary of the words analogous to the nuances of sounds, or the music of speech, they do not have clear ideas corresponding to these words. And consequently other fields of thought suffer also. Among these must be noticed in the first place the idea of movement, which is always lacking in the child who is hard of hearing. The dance, the march, declamation, song are all acts which proceed parallel with the acoustic sensations, and so they cannot reach the deaf child with the mathematical precision which happens to him who possesses a perfect sense of hearing.

The same may be said for the visual field of thought, making exception for those cases where defective hearing is also accompanied by defective sight.

One must reflect also that many ideas are not simple but result from the union of various elements, or from remembered images in different fields of sensation. For example the idea of rain lacks in the mind of the deaf its acoustic element. From the point of view of psychic development the examination is important which the author makes of the idea of time and of

### *Children who are Hard of Hearing.*

numbers, following upon what Wundt has already presented on this subject in his *principles of physiological psychology*.

But the impressions, the sensations, and the ideas which form the principal and substantial part of the process of thought, are those which refer to speech. This results from the fact that we associate, if possible, each of our sensations and ideas with a word. Let us think for example of the idea of an *apple*. In it we find as component parts of the idea the visual perception of form, of color, and of size, those remembered images of many visual sensations and of those which are relative as smell and touch. We add to these the oral images, that is the acoustic which produces in us the sound of the word *apple*, and that movement which accompanies the pronunciation. The word is therefore the central point and the representation of an entire series of sensations and ideas. Hence the psychic value of the word as an instrument of analysis, and as a means for the process of thought which raises it from the material sensation to the mental acts of abstraction, generalization, judgment, consciousness, individuality, personality, etc. Speech which is transmitted from generation to generation contains also the elements of continuity in the development of all national and human culture. From this comes its importance not only as an instrument of thought but also as a means of communication, of instruction, of education, and of commerce. It is clear that he who cannot appropriate wholly to himself this means must remain in a restricted psychic world. This is the case of the child who is hard of hearing, and if one does not find the way to develop in him the knowledge of the language, this arrested development will have for its consequence the child's remaining in a very low degree of spiritual life, because it is obliged to live only in connection with sensible and present things, that is, with superficial sensations.

The following series gives in their natural coördinated order the defects to which the child who is hard of hearing is condemned:

1. The articulation of words suffers an arrested development in him.



2. The child is deprived of the cause of the oral sensations and ideas, and with this of the sensations and ideas of hearing and motion.

3. The associations between the sensations and the ideas of the word and of the object remain in consequence undeveloped, as well as the connection of words as sensible signs, with the sensations and ideas.

4. There is no transition from the particular to the general, and therefore the process of ideas and of logical thought is lacking.

5. Speech fails in its office as a means of communication, commerce, learning, and education.

Naturally gradual differences are found according to the age in which the affection occurred, and according to the treatment applied; but these are differences of degree. One has a substantial difference only in the case where the hearing began to grow less after the child had already acquired the language. In this case the defects above mentioned are lessened or are lacking entirely; but the further acquisition of the language is seriously compromised.

As regards language, children who are hard of hearing may be divided into two groups:

1. Children who from serious diminution of the sense of hearing are no longer able to keep up in the natural way with rapid perception of the acoustic form, and the acquisition of the movement of speech.

2. Children who still possess a little hearing, but who nevertheless have not succeeded in getting a full possession nor a sufficient use of speech.

There are still degrees of difference to be found in both these groups, which depend upon the time in which the illness occurred. And this circumstance should put the parents, educators, and physicians on their guard against the danger of classifying as deficient the children who do not follow the ordinary course of public instruction from the sole defect of hearing. That the number of them is relatively great, the author demonstrates by two facts which have fallen under his personal observation. Of 38 children who were excluded from the public

schools as feeble-minded, 9 were simply semi-deaf. In another case 9 of 30 were also found.

In the examination of the hearing power, one must therefore be very cautious and the author very justly observes that one may also be deceived in regard to the deaf and dumb, as they often respond with signs of assent to what one supposes to be sensations of hearing. Hence the case of frequent false alarms of the overthrow of deafness on the part of educators and of inexpert physicians. And I am particularly pleased that the experience of the author confirms my opinions published since 1898 after my visit to the schools of Vienna and Munich.<sup>1</sup>

### III. *The pedagogical treatment of the semi-deaf child.*

The first thing to do for the deaf children with the object of beginning their instruction, is the examination of the function of hearing, to see whether it is a case to be treated or to be helped with the use of special instruments.

The principal defects of the function of hearing in such children may be:

1. A general arrested development of the power of movement which resolves itself into a defective coördination of the different groups of muscles, and into a defect of rhythm.
2. A direct injury in the field of acoustic sensation, and an indirect one in the other categories of sensations.
3. A consequent injury to the life of ideas.

From these defects are also derived as a consequence the other special ones of speech, mentioned already in the preceding paragraphs.

Granted the importance of the hearing function, it is worth while to investigate if, and how much, this defect may be remedied by means of methodical auricular exercises. Here the author begins to examine the question of systematic exercises, which has been much discussed in recent times by the educators of the deaf and dumb. Naturally one must admit that it is one thing to be a *deaf-mute*, and quite another to be *hard of hearing*. In the first, there is either no hearing power whatever, or it is such as not to allow the perception of determined and varied

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<sup>1</sup>See "La Facoltà uditiva nei sordomuti," by G. Ferreri. Florence. 1898.

sounds such as those of articulated speech. In the second, the hearing power although injured is still always in a more or less marked degree capable of receiving with advantage an auricular instruction.

When however the diagnosis of the defective hearing is established in possible limits, one may determine in what, and how many cases, and with what means one should proceed in the education of the remnant of hearing for the perception of speech.

"In regard to children who are hard of hearing," says the author, "we hold firmly that they will not succeed in acquiring, by means of systematic acoustic exercises, the normal acoustic perception, and that all the other defects which are found in their psychic development on account of their defective hearing, cannot be eliminated in this way."

It is true however that no one has yet invented spectacles for the ears.

The pedagogical treatment of children with defective hearing must begin at home and be continued in the school. One must first of all persuade the parents and friends of the little deaf children to free themselves of the prejudice which makes them abandon the children to themselves because they cannot hear them well. Instead one should use every means to eliminate in the deaf child all the bad habits which it cannot correct by itself, and which are inherent to defective hearing. It is a grave error of the parents to allow these bad habits to become inveterate, because it is only the continued habit which has rendered them so serious. The school then has for its task to accustom these children to *observe* every thing that can and must attract their attention. One should even make special exercises directed to the acoustic attention, and one must remember that the instrument best adapted for this purpose is the human voice. Together with the acoustic attention one must also exercise the optical, and that of touch, besides the muscular sense which is so defective with the deaf, especially concerning speech.

In this connection the author makes mention of all the various combinations of exercises, which while they develop in the child the habit of attention, predispose him to a thorough instruction.

The instruction of deaf children imposes the following duties upon the teacher:

1. To accustom them to a correct and fluent articulation; to write and read easily; to read easily from the lips; and as far as possible, to perceive by hearing the spoken word.

2. To communicate to them the treasure of the language and of ideas, and to render them capable of making use of it at will in every circumstance.

To reach this end the school must avail itself of all the means already in practice in the Oral method for the instruction of the deaf.

In the last part of his work, Brauckmann studies: 1, the relation between the optical and acoustic perception of the word; 2, the part which the movements of speech have in this; 3, the forms and time of association; 4, the images of movement to be used in teaching the mother tongue and foreign languages.

The conclusion of this study is that hearing and lip-reading and book-reading do not appeal directly to the idea of the thing, but the moving image of the word does so. Now this image assumes all its importance in speaking and in writing, which are both forms of Oral expression. Hence the necessity of giving the greatest attention to an exercise of the movements of speech, which saves both teacher and pupil much time, fatigue and annoyance. "One must always think," concludes the author, "that the movements of speech represent the *primary* phenomenon of it, and the acoustic images the *secondary* one."

# FORMATION AND DEVELOPMENT OF ELEMENTARY ENGLISH SOUNDS.<sup>1</sup>

CAROLINE A. YALE, NORTHAMPTON, MASSACHUSETTS.

## I.

### INTRODUCTORY.

Speech is said to consist of a series of significant sounds produced by emissions of breath, variously modified. These elementary sounds and the letters which represent them are divided into two general classes: vowels and consonants.

An edition of Walker's Dictionary bearing date of 1828 distinguishes between these two classes of sounds in the following words: "A vowel is a letter which can be sounded by the human voice without the aid of any other letter." A consonant, it says, is "a letter which cannot be sounded without the aid of some other." In marked contrast to this we find the following distinction made in the introduction of Soule and Wheeler's "Manual of English Pronunciation and Spelling": "A vowel sound is a sound produced by an unobstructed utterance of the breath (as in whispering,) or of the voice (as in speaking aloud), more or less modified by the position of the tongue, the soft palate, and the lips, or by the motions of the lower jaw in varying the cavity of the mouth. The letter which represents such a sound is called a *vowel*; but this term is sometimes applied to the sound itself." "A consonant sound is a sound produced by the partial or the total obstruction of the breath or the voice, on passing through the mouth or the nose, by the contact or the approximation of two of the organs of speech, as the two lips (*b*, *w*, *m*), the lower lip and the upper teeth (*f*, *v*), the tip of the tongue and the upper teeth (*t* as in *thin*, *th* as in *this*), the tip of the tongue and the hard palate (*sh*, *zh*), the back of the tongue and the soft palate (*g*, *ng*); or it is a sound produced by an utterance of the breath at the moment of separating two of these organs (*k*, *p*, *t*). The letter which represents such a sound, and sometimes the sound itself, is called a *consonant* (from the Latin *consonans*, meaning literally *sounding with*.) a name probably suggested by the fact that a vowel sound

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<sup>1</sup>This series of papers by Miss Yale, given originally in *The Educator*, will be reprinted in response to repeated requests.—ED.]

is usually joined with a consonant sound in forming syllables, though not meant to imply, as some writers seem to have supposed, that no consonant sound can be uttered without being joined with a vowel sound."

Professor Alexander Melville Bell says: "Vowels are *throat sounds* which simply pass through the varying mouth-channels; consonants are sounds formed *in the mouth*, as the result of friction, compression, or interception of the breath." In another case he says: "The channel of the mouth, and also the formative aperture for every vowel must be free from interruption or constriction; otherwise the vowel is changed into a consonant. This is the characteristic difference between vowels and consonants. All consonants have an obstruction or compression of some part of the mouth channel, producing an effect of friction, sibilation, buzzing, or intermittance of sound. Many of the vowels, therefore, give rise to consonants when their aperture is slightly compressed. . . . Vowel sounds are all syllabic." Elsewhere he says: "The vowels are the material of speech, and the articulations,<sup>1</sup> are the joints or hinges by whose motion the vowels are separated from each other and are affected in their duration."

The number of vowel and consonant sounds in our language as given by various authorities varies greatly. The five vowel letters are asserted by Walker (1828) to have seventeen sounds; while the Century Dictionary gives twenty-one vowels and diphthongs, and Professor Whitney states that this last number is greatly increased, "even in the mouths of the best speakers," by abbreviation and lightening.

Some authorities divide vowels into pure and impure, or simple and compound. Other authorities avoid such classification, but speak of the long diphthongal sounds of *ā*, *ī*, *ō*, and *ū*.

Professor Alexander Melville Bell's system of Visible Speech classifies vowels, according to formation as *front* or *back* vowels (front or back of the tongue being the chief modifying organ); also as *high* or *low* vowels (referring to the position of the tongue in the mouth). All diphthongal sounds are classified as diphthongs as *ā*, *ī*, *ow*, etc.

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<sup>1</sup> The word "articulation" is here limited to consonants.

Consonants are divided into spirants, sibilants, nasals, labials, dentals, gutturals, etc.

The following charts are the result of an attempt to classify the elementary sounds of our language according to their organic formation.

### CONSONANT SOUNDS.

h—

wh— w—

p b m

t d n l r—

k g<sup>1</sup> ng

ck

c { ca  
co  
cu

f<sub>ph</sub> v

<sup>1</sup>th <sup>2</sup>th

<sup>1</sup>S Z  
c { ce  
ci  
cy

sh zh y—

ch<sub>tch</sub> j x=ks qu=kwh

<sup>2</sup>g—  
—ge  
dge

In examining this chart it will be noted that the left hand line is occupied by the English breath consonants ; the second line by the voiced forms of the same sounds ; the third by the nasal sounds. The horizontal arrangement classifies these sounds according to formation.

VOWEL SOUNDS.

<sup>1</sup> oo (r)u-e (r)ew	<sup>2</sup> oo	o-e oa —o <sup>2</sup> ow	aw au o(r)	—o—	
ee -e <sup>1</sup> ea e-e	—i—	a-e ai ay	—e— —y <sup>2</sup> ea	—a—	
	a(r)	—u— —a —a(r) —o(r) —er=re —ir	ur er ir		
<hr/>					
a-e ai ay	i-e igh -y	o-e oa —o <sup>2</sup> ow	ou <sup>1</sup> ow	oi oy	u-e ew

In this arrangement of vowel sounds the upper line contains the scale of back round vowels (those modified chiefly by the back of the tongue and the rounded aperture of the lips). The second



line contains the scale of front vowels (those modified chiefly by the front of the tongue). The lowest line contains all the diphthongal sounds; for *ā* and *ō*, although previously appearing in the scales to which their radical parts belong, are repeated here as being by their compound forms properly classified with diphthongs.

An attempt is also made in these charts to teach the simple rules of pronunciation. For illustration, *a-e* (representing *ā*) which contrasted with *-a-* (representing *ǣ*, is easily made intelligible by the introduction of the same consonants in both sets of blanks; —*rate*, *rat* ; *hate*, *hat*, etc. The dictionary and diacritical marks may be of use later but not for little children. They will not find diacritical marks over the words in their books or marking the pronunciation of words in their letters from home, but they will, if familiar with the principles of pronunciation represented here, know that final *e* modifies the sound of the vowel preceding it making *a*, *ā* ; *e*, *ē* ; *i*, *ī* ; *o*, *ō* ; *u*, *ū*. They will know that *final* modifies the vowel which it follows and become itself only a glide ; etc., etc. In this way words are made to pronounce themselves to the eye of the child.

Sometime later an hour with the dictionary will make diacritical marks available for the pronunciation of long, hard words and exceptions to rules of spelling, but for hundreds of words the rules indicated by the arrangement of the few dashes on these charts will be sufficient. When a class has built up the charts, sound by sound, as they have gained the ability to give each, comprehending the meaning of each dash and figure, they will find themselves in possession of no small amount of help toward mastering the difficulties of English pronunciation.

*(To be continued.)*

## MECHANISM OF SPEECH.<sup>1</sup>

FRANK A. REED, DETROIT, MICHIGAN.

In coming before this Association I do not come as an experienced specialist in teaching speech to the deaf, but on the other hand with years of study and practical experience in teaching more than eight hundred pupils who have been afflicted with other forms of speech impediment, which gives me thoughts that may be of practical benefit to you who are so vitally interested in this subject.

Speech is the result of mechanical operations. The study of the manifestation of these operations forms a basis for the study and teaching of lip-reading.

Since the lips only comprise one set of muscles used in the articulation of words, it follows that much of what is said must be made out from the context. A whole sentence will often be puzzling to the deaf person because a simple letter or element is not articulated with precision.

Perfect articulation means precise positions and actions, and with persons of normal speech is an indication of keen intellect. It may be a benefit to us to fully realize that our mental grasp is unconsciously judged by our fellow men from our articulation.

The animal does not articulate any sound: the idiot has a very slovenly articulation. The voice of the animal may be more powerful and clear than the voice of the human animal who has great intellectual capacity, but the voice is the thermometer of the physical and not of the mental strength or weakness.

Many a good physician today judges and bases his decision of the vitality of the patient upon the strength of the voice quite

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<sup>1</sup>Extracts from a lecture delivered at the Board of Education Rooms, Detroit, Michigan, before the Detroit Association of Parents and Friends of Deaf Children.

as much as upon the strength of the pulse. The ordinary layman bases his decision of the mental strength of his associate upon the distinctness of his articulation, though he may not be aware of the fact. It therefore behooves us all to talk distinctly and, I might also add, slowly, for slowness lends dignity to the thought to be expressed.

The judge in his official capacity, should be a slow talker if he desires to conduct the work of the court with a dignity becoming to the office. If we as parents and friends would talk slowly and articulate our words distinctly, we would take a great burden from the teacher and make her work in teaching our children many-fold lighter.

There would be little sense in giving to a child who is beginning to learn to read writing the manuscript of a proverbial Philadelphia lawyer, yet the same child, after years of experience, might be able to read that same kind of writing as readily as he would read a printed article. Yet this is what we ask children to do when we ask them to read the motions of the lips when the motions are not in conformity with the standard of articulation. We not only ask the child to do this but we ask him to read without hesitation, words with part of the characters entirely eliminated.

To help the child in its work when it is learning to read the lips it would be a good plan for the parents to take exercise for the development of the ten muscles that control the action of the lips. These exercises will be a benefit to the parent as well as a help to the child, for when the muscles become strong and flexible from exercise, they will be more exact in executing the movements required by distinct articulation. The parent will also find that the reflex action upon his own mind will cause him to have a clearer thought and better understanding of what he is talking about.

At the beginning of this paper I said that speech was the result of mechanical operations. If I were a perfect mechanic and knew enough of these operations I could make a machine that could be operated with a pair of bellows or a bicycle pump that could say any word or sound that can be uttered in this or any other language by any race of people. I would be able

to construct a machine that could imitate the voice of any vocal artist in the land. Of course there is only one Great Mechanic to whom we can look for perfect work. The thought I desire to emphasize is this, that speech is purely mechanical. Hold the sides of the tongue so as to compel the breath to pass over the end of a blunted tongue that is brought close to the upper gums and slightly separating the teeth, blow the air through this crevice, and you will produce the sound of the letter "s"; add to this vocalization and you will get the sound of "z." Change the position so as to present the part of the tongue a little further back to the gums, and round the center of the tongue a little and you have the "sh" sound. So we can go through the entire list of sounds that go to make up the language and we will find that with the exception of the letter "h" each sound has a special position of the articulating organs for its best production.

The lisper will substitute the position of the "th" for the "s" position and will say: "Thith ith a thweet thort of thound," instead of "This is a sweet sort of sound."

The Frenchman has no "th" sound in his language and he substitutes the "s" and "z" for the two "th" sounds and says: "I sink zat zis is right, instead of "I think that this is right."

The sounds represented by the letters "p," "b," and "m" seem to have the same action at the lips. The child should be taught to watch the throat as well as the lips for the manifestation of these sounds. The "p" sound is an aspirate and passes the throat without vibrating the vocal cords or enlarging the pharynx. The "b" sound is a sub-vocal and its production lowers the larynx, vibrates the vocal cords, and enlarges the pharynx by filling it with sound. The enlargement of the pharynx shows quite distinctly under the chin, and the lowering of the larynx is indicated by the downward action of what is commonly known as the "Adam's apple."

In the work of correcting any form of speech impediment the old thread-bare saying that "knowledge is power" is a truism that should be our watchword and motto. These unfortunate children who are dumb because they cannot hear need not grow up to be a drag upon the family and the community and

a burden to themselves, although they are deprived of a faculty that should have been their rightful inheritance from an all-wise Creator. Almost every one of them can be taught to talk and to read the conversation of their friends and associates from the manifestations of the actions of the organs of articulation.

It has seemed hard to understand why these dear unfortunate ones are so afflicted, but time will develop the great plan. If it had not been for this class of sufferers scientific knowledge of speech production would have been many years delayed. The knowledge that is being sought for and gained on this account will one day be crystalized into a science. That science will form the basis for the art of transmitting thought by clear vocalizing, thoroughly resonating, accurately breaking up, molding, and modifying the column of air as it comes from the lungs and sending it from the lips in the form of perfect and pleasing words. When this science is thoroughly understood and taught in the schools and colleges, the world will owe the deaf a debt of gratitude that it will never be able to repay.

## REVIEWS.

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**Annual Report of the Pennsylvania Institution for the Deaf and Dumb at Mt Airy, Philadelphia. 1902.**

President Emlen Hutchinson reports on September 30, 1901, an attendance of 486 pupils, and an average attendance during the year of 497 pupils. Forty-two pupils were admitted during the year of which number 37 were born in Pennsylvania, two in Connecticut, two in New York, one in North Carolina, and only one in a foreign country, a record which, as Mr. Hutchinson observes, speaks well for the administration of our national immigration laws.

The Legislature appropriates \$250 toward the maintenance of each pupil. The expense however to the Institution for the past two years has averaged \$270.20, the excess of cost being made up by bequests and donations, and from income thereon.

Referring to the course of instruction pursued in the school, the President says:

“No material change was made in the course of instruction heretofore pursued in the Intellectual Department. As will be seen by the Superintendent’s report, about ninety-four per cent. of the pupils in attendance were instructed by the oral method, and by this is meant that with these pupils neither the sign language nor even the manual alphabet was used, but instruction was given solely by word of mouth and by writing. The remaining six per cent. of our pupils were taught by manual methods, but the sign language was not used at all as a means of imparting information, but instruction was given solely through the manual alphabet and writing. All the pupils in the Manual Department were first placed under instruction in the oral department, and were transferred to the manual only after they had failed to make such progress as their opportunities made it reasonable to expect. No child is placed in the Manual Department until the most diligent efforts have been made to teach him in the oral, and until it is clear that he comes within the restriction imposed by the Legislature of 1899, that every child should be taught orally unless physically incapable of being so taught.”

Dr. A. L. E. Crouter, the Superintendent, states that of the 486 pupils present, no less than 223, or nearly 46 per cent., are reported as born deaf. This is an unusually large proportion, even 33 or 35 per cent. being considered large. Dr. Crouter is led to believe that parents have made mistakes on this point in ignorance of actual causes of deafness in their children.

The Superintendent reports gratifying advancements made in the Industrial Department, the Department of Physical Training, and the Department of Domestic Economy. Coming to the Intellectual Department and its work, he says:

“Of the pupils admitted to the Intellectual Department during the past year, but five were under the age of seven; ten were seven and under ten; and twenty-seven were ten and over. The average age at admission was much higher than usual. This higher age has its advantages. Pupils are physically and mentally stronger, and better able to endure the strain of study. There is much difference of opinion as to the age when deaf children may most wisely and profitably be placed under regular instruction. Some maintain that instruction should begin at three, others as early as two years of age, but it is my experience, and I believe the experience of the great body of American and European instructors, that the age of seven, certainly not younger than six, is as a rule, the best age at which to begin the regular and systematic instruction of a deaf child. It is a mistake to suppose that in the case of a young deaf child there can be no mental development without formal instruction, and that unless the child be hurried off to some school or home at an age when he should be left to amuse himself in the nursery or at his mother's knee his best mental development will be endangered for all time. The young deaf child, with each new experience, develops mentally much as the young hearing child does. He acquires ideas; he reasons. He thinks but he has not the power to express his thoughts to any but his most intimate friends. He must be taught to express his ideas through ordinary channels, through speech and through writing. Hence the establishment and maintenance of special schools for his instruction and education. But it is not wise to require him to make mental effort beyond his physical powers to endure. Mental effort should keep pace with physical growth. During the infantile period, the daily experiences of his active young life will prove sufficiently conducive to the best mental development of the young deaf child, and not until he has reached the age of six or seven years should he be taken from his home and placed

under systematic training of any kind. The records of this school during the past twenty years do not show that the best work is done by pupils who have come to it at the tenderest age, on the contrary, as a rule, the best results have been attained by those who have come to us at an age when their physical and mental powers were considerably developed and when they were better able to appreciate and endure the work required of them.

"But while the formal instruction of the deaf child ought not to be begun at too early a period in its life, neither should it be delayed, as is too frequently the case, until a time when it is too late to attain the best results of his training. Deaf children whose education has been neglected until they have passed the age of sixteen or seventeen years seldom make satisfactory progress in their studies. Their normal faculties through long disuse, have become so dulled and dormant that it is almost impossible to arouse or excite them to activity, and as a result they seldom get beyond the primary or intermediate stage of school work."

Dr. Crouter's long and varied experience in the work of the instruction of the deaf, first as an exceptionally skillful teacher for many years by manual methods, and later as Superintendent, also for many years, of the (now) largest purely oral school—in its main department—in the world, lends to anything he may say upon the subject of methods special importance and value. We quote him upon this subject as follows:

"There were no changes during the year in the methods of instruction pursued in the Intellectual Department. The oral method was continued with good results with the great majority of pupils in attendance, fully 94 per cent. Instruction in the various branches taught was given orally and in writing, neither the sign language nor the manual alphabet was used. This method seems to be commending itself more and more to heads of schools for the deaf, and their instructors, in this country. In the oral schools it is always applied; in the manual or combined schools the number of pupils receiving the benefits of this form of instruction is constantly increasing. No less than 6167 out of a total of 11022 taught in the schools for the deaf in this country, last year, were taught wholly, or in part, by oral methods. This is a remarkable change, when it is remembered that a generation ago there was no school in the country in which oral methods of instruction were pursued. Speech to the deaf child is doubly important, it not only enables him to hold social converse with his fellows after the manner that is common to almost all men, it places him in a position where he can the more readily



command the means of self-support. The deaf man who can speak and read the lips, even imperfectly, commands positions and employment much more readily than one who has never enjoyed the benefit of such training. Says a writer in a recent number of the *Annals*: 'The ability to converse increases their (the deaf) happiness and even their earning capacity in a world of work, especially in times when employment is difficult to obtain. One deaf man, a lip-reader, estimates that it adds at least twenty-five per cent. to a deaf man's value to his employer. Possibly it adds more than that to his income in dull times. For of two workmen of equal ability and faithfulness an employer will naturally choose the one to whom he can most easily tell what he wishes done. How often when we have been seeking employment for a deaf boy or girl have we heard such expressions as this: "Oh, there is plenty of hearing help, I could not possibly have the patience to write everything." But if we could say he or she was a good lip-reader, the aspect of the case was altered at once.'

"While the great body of our pupils, as already stated, enjoy the benefits of oral methods of instruction, there remains a small portion, six per cent., who, because of inability to profit by that method, are taught by manual methods, the manual alphabet and writing being used. The sign language is not used. These pupils, thirty in number, for the most part (two-thirds of them) have been transferred from the oral department. It is true they are backward pupils and will not make any great advancement under the change. It is thought advisable, however, to give them the opportunity, and possible benefit, of a change of method. They constitute three classes and are provided for, in every way, in the Advanced Department, Wissinoming Hall.

"The percentage of successful effort under oral methods compares very favorably in this school, where no distinctions are made for purposes of admission and instruction, with the results attained in the best schools in Germany where, as is well known, the oral method has been almost exclusively pursued for over a hundred years."

Dr. Crouter then quotes a long list of opinions of eminent and experienced educators of Europe, all strongly favorable to the oral method. (For these opinions see *REVIEW*, Vol. III, pp. 386-387.)

The reports of the heads of the several departments of the school, and of the physician, oculist, and dentist, give interesting and valuable information, besides being suggestive of the breadth and completeness of the work done in this Institution.

**Annual Report of the Ontario Institution for the Deaf and Dumb at Belleville. 1901.**

The Government Inspector, Mr. T. F. Chamberlain, reports the number of pupils in this school during the year as 300, varying in age from seven to twenty-seven years. He refers to the new department of Sloyd teaching as doing excellent work, and he hopes for the early introduction of a department of photography. He speaks with pride of the fact that the more than 1200 pupils who have taken the course in the school have all, with scarcely an exception, done well in life, many of them in responsible positions. The per capita cost of maintenance for the year was \$184.92.

The Superintendent, Mr. Robert Mathison, gives as a part of his report, the petition of the adult deaf of Great Britain to the government in favor of the combined system of instruction in the schools. In this connection Mr. Mathison says that in Great Britain the tendency has been for many years away from the oral method, and that in a majority of the schools oralism has been replaced by the combined method.

Mr. Mathison speaks of the various aids to hearing that are brought before the public from time to time in not very hopeful terms, and he gives some space to a discussion of the Akouphone. He is doubtful if this instrument can help the really deaf, and deprecates the extravagant claims that have been made for it.

A list of "Teachers' Examination Questions" is a valuable feature of this report, and it might well be published separately and placed in the hands of every teacher of the deaf in the country. No teacher could go through these questions and exercises carefully and not find very many that would be suggestive of work to which he could profitably give attention with his own class. The writer remembers similar lists of "Examination Questions" published in former years in reports of this school, and recalls the many uses to which he put them in the several lines of his work.

In his report of the annual examination, Mr. Duncan Walker speaks of the articulation work of the school as follows:

"In the articulation classes there are sixty pupils, of whom about two-thirds 'read the lips' readily and speak quite distinctly.

Most of the others experience some difficulty in understanding the lip movements and their articulation is more or less defective. This work requires a great deal of patience and perseverance and the fact that such good results have followed their efforts must be encouraging and gratifying to the two teachers who have charge of this important branch of instruction."

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**Report of the Nova Scotia Institution for the Deaf and Dumb at Halifax. 1901.**

The Principal, Mr. J. Fearon, in his report to the Directors, gives the attendance during the year as 124, of which number 104 are from Nova Scotia, 7 from Prince Edward Island, 2 from Bermuda, 1 from New Brunswick, and 10 from Newfoundland. Speaking with reference to the work of the Intellectual Department, the Principal says:

"The school is divided into nine classes in charge of teachers of different degrees of experience and ability. The successful education of the deaf requires, much more than the hearing, the services of experienced and capable teachers. To take a little deaf child of average intelligence and educate him successfully on the oral method, that is to say, teach him to speak intelligibly and read the lips of those around him with facility, requires on the part of the teacher very great patience, perseverance, and faithfulness, as well as experience and real teaching ability. A school with a staff of teachers capable of this would be an ideal one. When we fail to teach an intelligent deaf child successfully on the oral method, the fault is not in the method but in ourselves. As a means of communication writing or manual spelling is much easier, especially in the earlier stages of the child's education; and as it is human nature to seek the path of least resistance it is not surprising that so many advocate this means of communication rather than that of speech and speech reading. The spread, indeed the survival of the oral method, will depend upon the keeping up of a supply of thoroughly trained and efficient teachers capable of responding in every way to the strain that oral teaching demands. I am glad to report that from year to year the teaching staff here is improving, is becoming more experienced, and better work—especially oral work—is being done. Lately the Institution was fortunate in securing the services of Mr. J. A. Weaver and Miss Mary Reid, two trained and successful teachers from the School for the Deaf at Margate, England."

Distinct advancement has been made the past year in the introduction of Manual Training for the boys and Domestic Science for the girls. There is a considerable number of children of school age in the Province not under instruction which leads Mr. Fearon to urge the enactment of a compulsory education law in the interest of such children. It is suggested that the earlier years of a deaf child's life while he is still at home would be made more fruitful of intellectual development if parents would talk to him as they do to their hearing children. Upon this point Mr. Fearon says:

"As a rule, when parents discover that their child is deaf they treat it accordingly, and communicate with it by gestures and crude signs. If instead of this they would direct the child's attention to the motion of the lips and talk to him as they do to their hearing child, they would do much to pave the way for systematic instruction in speech and speech-reading which the child receives on coming to school. They would discover also that the child learns very soon to distinguish the names of common objects, commands, etc., on the lips, and that a means of communication in this way can be established. Many helpful suggestions might be given to the parents, but unfortunately as things now are, it is not until the child is eight, ten, or twelve years of age, and the parents make application for his admission, that the school is aware of his existence. I would suggest that the Education Office, through the public school teachers, be asked to assist in finding out the whereabouts of deaf children at as early an age as possible, and that a circular also be sent to doctors, clergymen, and the local newspapers requesting their co-operation."

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**Rassegna della Educazione dei Sordomuti** [Review of the Education of the Deaf], Naples, Italy. No. 3, March, 1902.

"What is Science?" by P. Fornari. The able and gifted professor of Milan, although he has retired from active teaching, continues to recommend studies which are necessary for the teachers of the deaf, in order to develop and improve this branch of education. The author gives, as a conclusion of his article, the following program for a Normal course of lessons for teachers:

Part I. Granted the basis of an anatomical and physiological study of the organ of speech in its conditions and in its function, a critical research is necessary in order:

1. To find what laws direct the movements of the nerves and muscles of the vocal organ for the production of the elements of sound; what obstacles can be opposed to them in the particular cases; how it is possible to avoid or suppress them. For that however it is necessary:

a. To study the traditional and written alphabet, to compare it with the physiological one in order to discover what there is incorrect, what lacking, what useless;

b. To discompose every single alphabetical sound in its physiological elements;

c. To observe what physiological conditions are demanded for the reproduction of the sounds either alone or in a combination;

d. How the false sounds can be eliminated.

2. To seek the various relations between the different sounds in their reciprocal functional influence; how that influence can aid or produce a disturbance; how and why the same sounds are modified by the contact; what order and what rules must be followed in teaching.

3. To study the general psycho-physiological laws, which we must have always present, and also what principles must be observed in such a delicate work as this, which has contray nature itsef to deal with.

4. It is also necessary to know what pedagogical rules are derived from study, attention, and memory in every work or psychic function.

5. To look for what laws and through what rational way a voluntary, yet imposed movement, can be changed into a reflex, automatic one, without operating against the rules mentioned.

6. From what signs one can perceive that the work is being converted into fatigue; how it is possible to repair or control it for the economy of force.

Part II. As lip-reading was always considered a thing of secondary importance, i. e., only as a consequence of learning to articulate and to speak, we must seek to find:

1. In what lip-reading consists as a physio-psychological fact.

2. Whether comparison is possible, and if so what com-

parison can be established between lip-reading, and written reading for hearing persons.

3. What psychic purpose we must attain with it, and how to do so that the seeing of the deaf should be like hearing for us in regard to its effects in the cerebral centres.

4. What and how much of the power of integration takes place in lip-reading, and upon what physiological and psychological laws that power depends.

5. What consequences we can deduce from the studies mentioned for the practice of lip-reading.

6. With what pedagogical principles one can promote this delicate art in order to perfect it.

Part III. In regard to the teaching of oral language it is necessary to examine:

1. How a production which was originally merely acoustic, can acquire a psychic equivalence without that specific quality and only for its kinetic nature;

2. With what didactic principles one may give to the speech of the deaf the value and the rank which it possesses for hearing people;

3. Through what ways (logical and material) the hearing child learns the maternal tongue, and what are the most suitable means for teaching that language to the deaf;

4. What special appearances the problem of teaching takes for us in regard to the special circumstances that, 1, the hearing child acquires ideas successively with the acquisition of language, and 2, that the deaf child has already acquired several ideas associated with phantasms or with signs when he enters school; and how we may resolve this problem;

5. Under what conditions and in what limits one could follow, with the deaf, the natural way of the mother without any regard to the formal side of language, so that one can proceed with the *imitative* method instead of the *constructive* one;

6. How the two above mentioned methods can be reconciled with each other;

7. With what pedagogical means one can produce in the deaf the need, will, and pleasure in speaking, and how to produce in him the sentiment of the language.

The program of Prof. Fornari can be recommended for the study and consideration of every teacher of the deaf.

"The Speech of the Deaf and its Obstacles" is the subject of an article by R. Scardigno, a woman teacher of the Provincial Institution at Molfetta.

Under the title "Among books and papers," G. Ferreri gives to the Italian readers an analytical account of the American press, and in the first place, of the contents of our REVIEW. G. Ferreri publishes also an Italian translation of a curious account of a deaf girl who without any special instruction succeeded in learning to speak and to read by the lips, even in the dark, by putting her fingers on the mouth of her sister. The fact was related by Rev. Gilbert Burnet of England, in one of his letters published in order to give a Report of his travels through Switzerland, Italy, and Germany in the years 1685 and 1686. Rev. Burnet met the girl in Geneva (Switzerland), but he wrote about her in his letter from Rome. Mr. Ferreri was induced to publish this curious report of the English clergyman for two reasons: 1st, because this fact is an argument proving that lip-reading may be a *natural* means for the substitution of the sense of hearing, at least as much as signs to which was given improperly the name of *natural language* of the deaf; 2nd, because lip-reading has become the best didactic means for the oral education of the deaf-mute-blind.

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**Nordisk Tidskrift for Dofstumskolan** [Scandinavian Journal of Deaf-mute Instruction], Goteborg, Sweden, No. 2, No. 3, 1902.

No. 2. "Hedevig Rosing," by I. A. F.—a biography of this noble woman who devoted the best years of her life to the education of the deaf. She was born in Denmark in 1827, came to Norway in 1865, where she married her cousin, Anton Rosing, who died in 1867. In that year she received an appointment as teacher in one of the public schools of Christiania which position she held till 1872, when she became a teacher in Balchens Institution for the Deaf. She at once entered into her new work with her whole soul, and endeavored to further the cause of the deaf not only by her ardent and enthusiastic labor in the school, but also by writing numerous newspaper articles, and several text-books for the instruction of the deaf. Her conviction, that the best means for making the deaf capable of communicating with hearing persons by speech, were small schools where the pupils could have intercourse with hearing and speaking people, the division of the pupils according to their capacity, and a more careful and thorough instruction in articulation, was strengthened by a journey in 1880, when she visited



the most prominent schools for the deaf in Denmark, Germany, Switzerland, Italy, England, and Scotland. On her return she, therefore, founded with aid from the Government, a school of her own in one of the suburbs of Christiania, where she followed her own ideas without fear or favor. Owing to her advanced age she resigned her position in 1895; and in appreciation of her eminent services, the Norwegian Parliament (Storting) voted her an annual pension of 1200 Kroner (\$321.60). A portrait of this faithful woman accompanies the article; and we are glad to see her earnest and kindly face, which tells the story of her life—a life of devotion to a good cause. “An answer and a question for Mr Björset,” by Lars A. Havstad. This article relates to the statements made by Mr. Björset under the heading of “The proper Forum,” in the *Scandinavian Journal* (see *ASSOCIATION REVIEW* for February, 1902, page 63), where the author finds fault with Mr Havstad for accompanying his report to the Norwegian Parliament by a translation of Dr. Crouter’s article on “Changes in the method of the Pennsylvania Institution.” Mr. Havstad amply justifies what he did; and, in conclusion asks Mr. Björset what method he would like to see introduced in Norway besides the one in vogue at the present time. “Formal speech exercises” (concluded), by N. K. Larsen, Nyborg, Denmark,—principally applicable to exercises in the Danish language. “Some observations concerning the correspondence of our journal,” by the Editor. Literature: A criticism of “Phonetics,” by Otto Jespersen, Copenhagen, 1899, 634 pages,—a work showing much earnest study and based on important scientific principles, which deserves to be carefully read by all persons in the Scandinavian countries who take an interest in the deaf. Miscellaneous communications.

No 3: “Henrik Finch,” by Mr. Björset,—biography, with portrait, of Henrik Finch, the very able and energetic Director of the public school for the deaf at Trondhjem, Norway, who died very suddenly in the prime of life February 2nd, 1902. Finch was a man adapted to the teaching of the deaf as few men are; and for 27 years devoted himself to this calling with all his soul’s strength and zeal. “Meeting of the Association for the advancement of the deaf at Abo, Finland, November 9, 1901,” by A. Eliel Nordman. This Finnish Association has the following object in view: “Its object is to work for the advancement of the deaf of Finland: 1st, by endeavoring to find suitable employment for them, and by aiding them in every possible way to earn a livelihood; 2d, to assist deserving deaf by loans or gifts of money, enabling them to set up in business for them-



selves; 3rd, to see to it that the deaf, after leaving the institutions, have a chance to take part in supplementary courses of instruction, and to look after their spiritual interests; 4th, to supply the deaf with suitable books and periodicals; 5th, to influence parents and guardians to send deaf children to institutions for the deaf at the proper time." "Deaf persons who pass an examination as teachers," from the French, by E. J. The examination is held by a board, and comprises the following subjects: orthography, composition, arithmetic (first series of the examination papers), drawing, penmanship, gymnastics (second series), history, geography, constitution of France, geometry, physics. Review of books: Otto Jespersen: "Instruction in language, Copenhagen, 1901." Nystrom: "The leading features of the development of the education of the deaf in Sweden," Orebro, 1901.

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**Blatter fur Taubstummenbildung** [Journal of Deaf-Mute Education], Berlin, March 1, 1902, and March 15 and April 1, 1902.

March 1 number: "The games and joys of our deaf children," by E. Lamprecht. Pestalozzi, the great Swiss educator, has said that "some people go so far as to deny that the deaf have any memory, judgment and reasoning power, and that they feel filial affection, gratitude, compassion." Some of the writers of former centuries even place the deaf on the lowest step of humanity and consider them little better than animals. Our modern writers have, it is true, driven all these erroneous notions into well-deserved oblivion; but still more might be done in this direction. In our days, when the "Psychology of Infancy" is a question of absorbing interest, it becomes our duty to fathom more and more the stages in the mental development of our deaf children; and to encourage researches in this direction is the main object of Mr. Lamprecht's article. For the deaf child no less than for the hearing one, the days of the tenderest infancy are days full of sunny joyfulness. Their games, from the earliest attempts of the baby to handle and pull anything it gets hold of, to the more rational games of more advanced infancy, are full of deep meaning. In the first part of the article, which is to be continued, Mr. Lamprecht reviews at considerable length the various games and joyful impressions based on perception by the senses, here of course principally taste, smell, sight, and touch. We consider this well written

article as worthy of the study by all wellwishers of the deaf, and full of suggestions for further thought.

March 15 and April 1 number: "Games and joys of our deaf children" [concluded], by E. Lamprecht. After discussing the various games, the author sums up his conclusions in the following remarks: "Not only does the child by playing develop its physical strength, but it thereby also absorbs something of this infinitely rich and wide world and learns to live in and with this world. Soon it begins to feel at home in animated nature and from the pleasure of observing and imitating animal life there arises a love for nature which otherwise would be sought in vain. It is still more important for the deaf child to playfully learn to know human life and by imitating it in its various phases to obtain at least some little insight into its deep significance. In playing, the distinct individuality of each child begins to show itself; here we first learn to know on the one side the passive natures given to contemplation, and on the other the vigorous active natures. Here the width and narrowness of the mental horizon, the independence of the one and the dependent nature of the other, manifests itself. The very first games played with other pupils of the institution press to a certain extent the capacities of the deaf child into the service of human society. Often during the first weeks or months at the institution, to use the poetical language of a wellknown author, 'the first chain binding the child to human society is woven from flowery garlands.' Here the child is enabled to show and develop its capacity for governing, for resistance, its bearing and forbearing, in fact every flower and root of human society. Here the child also learns for the first time to bend its will to an unqualified '*must*' by obeying the rules of the game; here it learns to execute these rules when playing father, mother, or teacher, and to observe justice and honesty in the game. The games and pleasures of the deaf child are, therefore, of far more importance for its future development than is generally imagined." "Speech delivered at Aix-la-Chapelle, February 1st, 1902, by P. Rontgen, in honor of the 50th anniversary of the Director of the Aix-la-Chapelle Institution for the deaf, Counsellor Linnartz." Aix-la-Chapelle was the first place in Rhenish Prussia to found an institution for the deaf, and its flourishing condition is in no small degree owing to the energy and untiring efforts of Dr. Linnartz. "The principles of instruction in articulation," a paper prepared for the Paris Congress of 1900, by G. Forchhammer; translated and abridged by E. Schloesser.

**Smaablade for Dovstumme** [Leaflets for Deaf-mutes], Copenhagen, Denmark, February-March, April, 1902.

February-March: We regret to learn from this number that, for the present at least, the hope that the deaf of Copenhagen would receive a church of their own, which seemed in a fair way of being realized, has been disappointed, as the Danish Parliament failed to appropriate the necessary sum of 18,000 Kroner, which the Ministry of Public Instruction had asked for this purpose. The measure, however, will again be introduced at the next session, and there are reasonable hopes that it will pass. Meanwhile a church building has been rented, the government giving 300 kroners towards the rent. "The Reading Society of the Deaf." This society held its annual meeting for the election of officers on the 22nd of February. The Library of the Society increased considerably during the year; and 508 volumes were taken out. The Society receives a small annual sum from the Ministry of the Interior which is principally spent to pay prominent men to lecture from time to time before the society. Among the subjects of these lectures were, "The Paris Exposition of 1900," "Gordon in Africa," "The Paris Commune, 1871," "Greenland, its nature and inhabitants."

April: This number notes with satisfaction that in February, 1902, Mr. George Jørgensen, Director of the Institution for the Deaf at Fredericia, Denmark, had been elected associate member of "The American Association to Promote the Teaching of Speech to the Deaf." The reading circle of the deaf continued its useful activity during the month, and, as in former months, had engaged lecturers on different subjects, among which we note "Associations of the deaf in foreign countries," "The political condition of Russia, nihilism, etc.," "The great French Revolution." Among the anecdotes which invariably brighten the pages of this periodical, we note the following: A very deaf gentleman of Aalborg, Denmark, went to Copenhagen to consult a famous specialist for diseases of the ear, and returned to his home completely cured of his deafness. Almost immediately after his return to Aalborg, he paid a visit to the house of an acquaintance, where he met the lady of the house and a gentleman whom he had never seen before. Not knowing the favorable result of the deaf gentleman's trip to Copenhagen, she talked to him in a very loud voice and addressing the strange gentleman said in a softer tone: Mr. X. is a very amiable gentleman, but he is not very bright and so deaf that you must almost yell to make him understand anything." Imagine the astonishment of the lady when Mr. X. said: "It is possible

that the lady is right in stating that I am not very bright, but thanks to Dr. M. of Copenhagen I am no longer deaf in the slightest degree. Glad to have found you so well and lovely. Give my respects to your husband and tell him that I can hear very well."

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**L'Echo des Sourds-Muets** [The Echo of Deaf-mutes], Nos. 9 and 10, Paris, March and April, 1902.

Although this is a monthly, its form, general makeup, and the manner in which the news of the day is presented, stamp it as a "newspaper" in the proper sense of that term. It is written and edited entirely by the deaf. Under the title, "A noble effort," in No. 9, notice is taken of a discourse delivered on the 16th of October, 1901, by Mr. Falgairolle, the public vice-prosecutor at the court of Nancy, and published subsequently as a pamphlet of 72 pages entitled, "The social, civil and legal status of the Deaf." The writer of the notice states that he was absolutely carried away, when reading the pamphlet, by the eloquence and clear statements of the author and the mass of facts adduced in support of his statements; all intended to show the general capacity of the deaf, the great intelligence of many of them, and the benefit which the human race in general could derive from them. Mr. Falgairolle, in his rapid review of the application of the ancient Roman Law to deaf-mutes, has opened up a perfect mine of interesting facts in the history of France; and we may possibly see the proof produced that in the days of the ancient Romans, the deaf were by no means so neglected as is generally supposed. "Victor Hugo and the Deaf." At its session of February 9th, 1902, the "Mutual Aid Society of the Deaf-mutes of France" unanimously resolved to participate in the Victor Hugo Centennial celebration; and in this connection various utterances of the celebrated poet concerning the deaf were called to mind. It may not be generally known that his heart was filled with sympathy for the deaf. As early as 1850, in a letter to the deaf poet Pelissier, Victor Hugo states regretfully that sickness prevents him from being present at a meeting in behalf of the deaf, and says in conclusion: "Tell your friends how much I love them, tell them that my whole sympathy is with them, and that I consider the accession of the deaf to moral and intellectual life as one of the most magnificent and decisive achievements of our age." In 1880 Victor Hugo became one of the patrons of the "Mutual Aid Society of Deaf-mutes," and at his suggestion, the words "of France" were added to its title.

**Organ der Taubstummen Anstalten in Deutschland** [Organ of the Deaf-Mute Institutions in Germany], Frankfort-on-the-Main, February, 1902.

"Minutes of the 28th annual meeting of Württemberg and Baden teachers of the Deaf, and of the 10th annual meeting of Swiss teachers, held at Zurich, September 9th, 10th, and 11th, 1901" (continued). "A genuine disciple of Pestalozzi"—a biography of August Frese, born in 1834, in Northwestern Germany, and died in 1890. Frese worked for almost seven years at the Emden Institution, and in 1882 followed a call extended to him to become the successor of "Father Arnold," in the institution at Riehen, near Bâle. Here he met, in the beginning, with great difficulties. The teachers, servants, and many of the older pupils left the institution because they did not like Frese's more energetic measures. He therefore had to procure a new staff of teachers, and build anew on the old foundation. And eminent success crowned his efforts. Teachers of the deaf came from foreign countries to visit Riehen, and the enthusiastic description of his visit given by the Danish teacher Jørgensen, made Riehen, in the full sense of the word, the Mecca of all German teachers. Under Frese's direction Riehen changed from a boarding school for select scholars to an institution for the deaf, whose doors were never shut for any deaf child which gave the least promise of being profited by instruction. "Heinicke and Cranz," by Dr. Schumann, Leipzig. From original documents in the Royal Library at Berlin, Dr. Schumann has drawn a characteristic sketch of the literary feud between Heinicke and Cranz. Reviews of books. Miscellaneous communications.

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**Le Messager de l'Abbe de l'Epee** [The Messenger of the Abbe de l'Epee], Curriere, France, March 1st and 15th, 1902.

Besides news from various parts of the world concerning the education of the deaf, we find in these numbers some excellent religious articles; one on "Penitence," by the editor, the Abbé Rieffel; and another on "Prayer." In the last-mentioned article the following passage occurs: "When there is in a family a poor, or aged person, or one who has been confined to a bed of sickness for a long time, we often hear people say that it would be a blessing if the Lord would take this person home because he or she can no longer work or render any service. And often it is this very person who is the most useful in a family

or community; for her prayers are the guardian angels who keep away evil influences and bring rich blessings to all." Thus even those who are deprived of one or more of their senses, the deaf, the blind, the feeble, may, even if unable to work fill a useful place in Christian society. "A journey to Abyssinia": In December, 1900, several brethren of the religious order of Saint Gabriel went as missionaries to the Somali coast in Abyssinia, and, at the request of the Abbé Rieffel, one of them, Brother Cyprian, has furnished a most entertaining and exceedingly well written account of their journey. Abbé Rieffel also maintains what might be termed an employment office for deaf persons, and in these numbers there are several advertisements asking for deaf persons as clerks, gardeners, servants, etc.

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**Taubstummen-Courier** [Courier of the Deaf], Vienna, Austria, Nos. 3 and 4; March 1, and April 1, 1902.

Contents: "The Württemberg Association of the Deaf." An account of the 21st General Meeting, held at Stuttgart, February 2nd, 1902. The association, whose object it is to aid deserving deaf in cases of sickness, or lack of work, and to pay a certain amount to the survivors in case of death, is in an exceedingly healthy financial condition, and the revenue far exceeds the expenditure. "The spiritual care of the Deaf in Switzerland," by Eugene Sutermeister (concluded). The author relates many touching and interesting incidents from his journeys through various parts of Switzerland in the capacity of an itinerant preacher to the Deaf. Not far from Berne he met a farmer who took him to his house, and introduced him to a young deaf boy whom, from charity, he had taken into his family. In spite of his hard daily labor, the farmer had found time to teach his protégé and had succeeded after years of devoted efforts; so the boy, amongst the rest, could say intelligently some simple prayers. In a little out of the way village he met two deaf sisters. Only one had had the advantage of being educated at an institution for the deaf. When she returned home, she became her sister's teacher, and did not rest until she had taught her to speak. This paper gives very full accounts of the condition of the deaf, and of the progress made in their education in various countries of the world. Full reports are also given of festivals, balls, theatricals, etc., given by associations of the deaf in Austria; and the cheerful character of the Viennese, who are

known all over Europe as people who always look at the bright side of life, and enter heartily in all innocent amusements, does not deny itself even among the deaf. "The Deaf in Literature"; of course principally confined to German literature. A well known poem by Robert Prutz is cited, "The Deaf under the Lindentree." Silvio Pellico, the Italian author who was confined in prison for a long time, owing to his liberal utterances, gives in his famous work, "My Prison," a deeply touching description of one of his companions, a deaf child five or six years old, the son of a robber; gradually Silvio Pellico and the deaf child became firm friends. Heinrich Heine, one of the greatest lyric poets of Germany in his fragment, "The Rabbi of Bacharach," gives a sketch of a beautiful deaf boy living in Bacharach on the Rhine, where he followed the occupation of a fisherman in order to support not only himself but his aged grandmother. The Rabbi and his handsome wife, Sarah, engaged the boy, who was generally called "Silent William," to take them in his boat on the Rhine and the Main to the city of Frankfurt. Silent William with his beautiful deep blue eyes could not take them off Sarah, and when they had landed, and the boy turned his boat homeward, he cast one long ardent look after her, and soon he and his boat had disappeared in the gathering mists of the evening. "Silent William greatly resembles my departed brother," said Sarah. "Yes," replied the Rabbi, "all angels resemble each other." The Hungarian novelist, "Maurus Jokai," in his novel, "The Fools of Love," gives a deeply touching sketch of a sick deaf child. It might be well worth while for a student of literature to gather all the instances where noted writers of fiction have chosen the deaf for the subject of their sketches or poems.

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**Tidning for Dofstumma** [Journal for Deaf-mutes], 12th year, No. 1, Stockholm, February, 1902.

"The Need of a Church for the Deaf at Stockholm." The strange and deplorable fact is recorded that during the second half of the year 1901 not a single divine service for the deaf has been held at Stockholm, with the exception of "spoken sermons" to deaf girls, delivered every other Sunday at the school for the deaf. This fact is all the more to be regretted, as the deaf in the city of Stockholm number about 300. The principal cause of this condition appears to be the following: Hitherto divine service was held every Sunday in the Hall of the As-



sociation of the Deaf by one of its older members. On account of advanced age and bodily infirmity this gentleman has been compelled to give up his voluntary missionary activity; and none of the other members of the Association could or would continue it. There is, consequently, strong reason for appointing a special preacher for the deaf. But so far, the prospects are not very encouraging. The Minister of the Interior has been urged to take the matter in hand, but probably the petition rests in a pigeon hole of the Ministerial desk. "Who was the first teacher of the deaf in Germany?" Hitherto Samuel Heinicke was supposed to be the first German who taught the deaf. It appears, however, from statements in German journals, that he had a predecessor. A certain M. W. Hollander in Munich states that he has come across an old coarsely printed little book of 32 pages containing an account of a Rev. Johann David Solbrig, born in the 17th century, who gave instruction to two deaf children in his parish, Hindenburg in the Province of Brandenburg. The book which is written by Rev. M. Solbrig, and published by him in 1727, states among the rest "that through the grace of God he succeeded in teaching these poor deaf children the entire catechism." Heinicke in Germany started his first school in 1778, and Abbé de l'Epée in France in 1770. Solbrig died soon after publishing the book above referred to; his work was discontinued and he was soon forgotten.

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**Revue Generale de l'enseignement des Sourds-muets**  
[General Review of deaf-mute instruction]. Vol. III, No. 7.  
Paris, January, February, 1902.

January: "The time necessary for teaching articulation," by A. Liot. Nearly all teachers of the deaf are agreed that the speech-method is a great step in advance; but at the same time it is stated by all teachers that the results do not appear to be commensurate with the efforts. The main cause of this universally acknowledged disproportion between efforts and results is—according to Mr. Liot—owing to the circumstance that too little time is given to the teaching of articulation, and that the articulation classes are too large. Properly speaking, there should be one teacher to each pupil; but as this is an impossibility, the maximum number of pupils in each class should be five. Only in these conditions can the full benefits of the speech-method be reaped. "The chronophotography of the word," by H. Marichelle. "Statistics of the epochs and causes of deafness



in children," by A. Boyer. This number contains also a short biography, with a portrait, of Mr. Colmet Daage, born in 1844, and died in December, 1901, member of the consulting Committee of the National Institution for Deaf-mutes at Paris. Mr. Daage took the deepest interest in the education and advancement of the deaf, and devoted much of his leisure time to their welfare. He was especially active in procuring suitable employment for old pupils of the Institution, and often went to considerable trouble, writing letters and running round among his friends to further his benevolent purposes. "Reply to the article of Mr. Marichelle, relative to auricular teaching," by Dr. Marage; and a "Reply to Mr. Marage's remarks," by Mr. Marichelle. Bibliography: "The Deaf-mutes of Norway," review of a work bearing this title by Mr. Uchermann, professor at the Christiania University, by V. Herveaux. "Course of study and methodical instruction for the schools for the deaf in Hungary," published by the Hungarian Ministry of Public Instruction, review by L. Danjou. Reviews of periodicals.

February: "Gallery of former Principals of the National Institution for the Deaf at Paris." Mr. A. Boyer, one of the professors, after much patient research, has at last succeeded in obtaining large and well executed portraits of all the Directors, which now ornament one of the halls of the Institution. The series, embracing fourteen portraits, beginning with the Abbé de l'Epée, 1760-1789, and ending with Alexandre Debaix, 1889-1895. "Some Danish Statistics," by A. Hansen, professor at the Nyborg (Denmark) Institution. "The chronophotography of the word" (concluded), by H. Marichelle. This article is accompanied by 79 illustrations showing the position of the lips in pronouncing different words. "The National Institution for the Deaf at Bordeaux, France." This excellent Institution which was founded in 1786, and whose first Principal was the Abbé Sicard, received both boys and girls till the year 1859, when the French Government decided that in future the Paris Institution should be reserved for boys, and that of Bordeaux for girls. In 1870 the Institution was housed in a magnificent new building of the inner court of which a view is given. Miscellaneous information: "The social, civil, and legal status of the deaf in France," a discourse delivered at Nancy, on the 16th of October, 1901. Bibliography: "The Deaf in Norway" (concluded), by V. Herveaux. Reviews of periodicals.

**Revue Internationale de Pedagogie Comparative** [International Review of comparative Pedagogics], published monthly. 4th year, Nos. 2 and 3, Paris, February and March, 1902.

"Conference of deaf-mutes held at Chambéry, January 26th, 1902," by Jules Weill. "The oral method at the school for the deaf at Frankfort-on-the-Main, Germany," translated from the Italian of G. Ferreri's article. "Transformation of the school at Montesson," by L. Albanel. This school is virtually a reformatory for children who, owing to the neglect of their parents and lack of proper training have fallen into vicious habits; and Mr. Albanel proposes that this school, which hitherto has only received boys, should in the future also receive—in a separate building—girls, and by introducing various changes in the management become a model reformatory. "Sanitariums for children," by A. O. Karnitzky, Kieff, Russia. "Orthography simplified," reproduced from the journal "Le Réformiste." Reviews of foreign journals. "Professional Instruction of the Blind," by F. Laurent. "The Institution for deaf, and for blind children" at Lyon, Villebourné. "Address delivered by Gaston Bonnefoy at Nancy, on the social, civic, and legal status of the deaf." Reviews of books: "The Evolution of Life," by Dr. L. Lalay; "Descartes," by Paul Landorney; "City Schools," by Ch. Drouard.

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**Le Reveil des Sourds-Muets** [The awakening of the Deaf], published monthly, 3d year, No. 18, Paris, April, 1902.

"The misdeeds of anonymous writers," showing by various examples the mischief wrought in otherwise happy families of deaf persons by anonymous letters received by the husband, accusing his wife of infidelity, by Remy Magne. "The Popular Society of the Deaf," by Marcel Mauduit, giving a description of a circle of popular instruction founded at Epernay. "History of the Institution for deaf girls at Bordeaux," by G. Carpentier. Reports, and communications relating to the education of the deaf, from various parts of France and foreign countries. Among these communications we note the following: "The Buff and Blue states that President Roosevelt has been requested by letter, when his Royal visitor, Prince Henry of Prussia, comes to Washington, to take him on a visit to Gallaudet College. The writer of this letter thinks, that, after the Prince has inspected this college, he would decide to place his

son there. This would certainly be a good advertisement for Gallaudet College. But what would the German teachers say to this?"

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**Eugene Graff**, biography of a deaf person, by Henri Gaillard, Paris, 1902, a pamphlet of 10 pages with portrait of Mr. Graff.

The simple story of the life of a deaf man, born in 1862, and therefore now in the prime of life. In 1882 Mr. Graff came to Paris where he engaged in the occupation of carving in wood, and where in 1885 he married a charming deaf girl. He is the father of two beautiful girls endowed with all their senses. Mr. Graff, however, did not only distinguish himself as an artistic woodcarver of high rank, but as an ardent and untiring worker in the cause of the deaf, and as a prominent member of various associations for mutual aid and advancement.

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**International Congress for the study of questions relating to the education of the Deaf**, held at Paris 1900. Asnières, 1901.

This handsome volume of 128 pages, embellished by nine beautiful photogravures illustrating the various branches of instruction of the deaf, and a plate reproducing 39 faces of deaf persons in the act of pronouncing vowels and consonants and of reading, is mainly a French translation of Ferreri's "Report on the Paris Congress," published in *L'Educazione dei Sordomuti*, and contains, in addition, a brief report on the section of hearing persons at the Paris Congress by Dr. Martha.

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**Report of the seventy-third meeting of the German Naturalists and Physicians in Hamburg**. September 28, 1901. Section on diseases of the throat, nose, and ear.

Among the many communications made to the German meeting of the otologists, we have an interesting paper by Dr. Hartmann of Berlin, the author of "*Die Taubstummheit und Taubstummerbildung*" [The Deaf and their Education]. The Doctor comes to the following conclusions: 1. As a con-

siderable number of children with curable deafness are found in the schools and are not treated, there is sufficient reason for recommending medical examinations in the schools. The physicians should discover the cause of the deafness and endeavor as far as possible to remedy it. 2. In cities where there are otologists it is desirable that they should co-operate with the school physicians. 3. Children with a high grade of deafness uninfluenced by treatment should receive special attention, just as in cases of deaf-mutes, since the mental development remains in a very low state. 4. Very deaf children must be treated by learning lip-reading and by extra studies so that they may profit by class instruction. If these precautions cannot be observed, the children should be handed over to Institutions for the deaf."

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**Relatorio dos Actos da Mesa da Santa Casa da Misericordia do Porto** [Report of the Administration of the Holy Home of the Misericordia at Porto]. 1900-1901.

This Report contains the Transactions of the Committee who preside over the Administration of the various benevolent Institutions of Porto (Portugal). Among these is also an Institution for the Deaf, founded in that town in the year 1893 by the generosity of Mr. Rodriguez d' Araujo. The Institution is considered a charitable House and at the same time a school.

The principal, Mr. José da Trindade, says that in the last school-year there were 44 pupils in the school (37 boys and 7 girls). The Institution is a boarding-school, but day-scholars also can be admitted to the lessons. In fact four of the 44 pupils, who attended the school, remained at home with their families.

There is also a Normal school for the training of the teachers. The course is two years. Two new teachers graduated there last year. The Committee expresses its thanks and appreciation to the principal, and to the teachers for their good and constant work in the application of the Oral system, which gives the best results. The industrial instruction too is well organized there, and the pupils initiated into a useful life and labor. The Institute is in friendly correspondence with the Institution of Milan (Italy), and with the Volta Bureau (Washington), from which it has received several publications for its library.

**Der Taubstummen-Fuhrer** [The Guide of the Deaf], published twice a month at Trier (Treves), Rhenish Prussia. 7th year, No. 7, April 1, 1902.

This is the first time this journal has come under our notice. It is of a distinctly religious character, making the improvement of the spiritual condition of the deaf its main object; but general news, relative to everything which may interest deaf-mutes, is not neglected; and it contains communications from various parts of Germany concerning institutions for the deaf, associations, etc.

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**Fourth Report of the Institution for the Deaf at Venersborg, Sweden, and Remarks on the French Institutions for the Deaf.** by Fredrik Nordin, Director of the Venersborg Institution. Venersborg, 1901.

The last mentioned Remarks are of special interest, as in a concise form they give a clear idea of the education of the deaf in France, both past and present. They are the result of personal observations made by Mr. Nordin during a journey to France, the means for which were furnished by the Government.

As regards the number of deaf in France, the authorities vary considerably. Mygind in 1876 stated that among a total population of 36,905,788 there were 21,395 deaf, i. e., 5.8 to every 10,000 of the population. During the Paris Congress of 1900, Dr. Ladreit de Lacharrière gave the number of deaf as 19,579, not counting, however, Paris and the Department of the Seine. He also stated that of the deaf of school age, 3,287 were being instructed. Another member of the Congress, Dr. Bonnefoy, stated that the deaf between the ages of 6 and 12 numbered 6,000, that of this number, 1,000 were too backward to receive instruction, and that of the remaining 5,000, 3,600 actually attended school. These figures are for the year 1889. If the total number of deaf in France, as given by Lacharrière, not counting in Paris and the Department of the Seine, is correct—which is highly probable—the total number with Paris and the Department of the Seine would very likely reach that given by Mygind. If Bonnefoy states that the number of deaf in France who do not enjoy the blessings of education is 1,500, this must be considered as somewhat of an exaggeration. This does not, however, prove that France does not stand in need of compulsory education for her deaf, a question which led to lively discussions at the Paris Congress; but owing to the large majority of mem-

bers of the religious orders and their supporters, no result was reached at this Congress.

At the present time there are in France about 70 schools for the deaf, of which at least 50 are in charge of religious orders. It must be acknowledged that they have done a noble work for the deaf of their country from the time of the Abbé de l'Epée to the present day. It is highly probable, however, that the new law regarding religious orders, if adopted by the French Parliament, will diminish their influence very considerably. Of the French schools three are Government schools, viz., those at Paris, Bordeaux, and Chambery; one is maintained by the authorities of a Department, seven are supported by the Departments or municipalities, and the rest are private schools. Of the three Government schools only one, that at Chambery, receives both girls and boys as pupils; Paris receives only boys and Bordeaux only girls. Of the Department or municipal schools 5 receive both boys and girls, 2 only boys and 1 only girls. Of the private schools 24 receive both boys and girls, 9 only boys, and 17 only girls. Many of the French schools for the deaf can look back upon a long period of usefulness. It is well known that the Paris Institution is the oldest in the world, and that those at Angers and Bordeaux are among the oldest. Already prior to 1850 France had 34 schools for the deaf.

In giving a historical review of the methods followed in the French schools Mr. Nordin states that he has mainly followed Dr. Joseph C. Gordon's "Notes and Observations upon the Education of the Deaf," Washington, 1902. It is a well known fact that the Milan Congress of 1880 worked a revolution in the education of the deaf. It has been assumed that the French and the American method which was in vogue till 1880, were identical; but if we examine into the subject more closely we find that two radical, revolutionary reforms, as regards methods, were suggested in France prior to the Milan Congress, and that the leading French educators of the deaf had during the course of that year been quietly at work in building a bridge which would make the transition from the sign method to the oral method easy.

It should be remembered that the Abbé de l'Epée invented and the Abbé Sicard completed an artificial system of gestures for instruction in language. These "methodical signs," which are never used in conversation, reproduced words rather than thoughts, and were joined together by positions of the hand to indicate the facts and conditions of grammatical analysis. By learning these "methodical signs" by heart, and by accumulating a written stock of words, the pupil was enabled to give an almost

exact reproduction in writing of sentences dictated by means of these signs. It is clear that this could be accomplished simply through the memory, whilst the pupil did not at all grasp the subject. The weak points in this method were soon discovered by ingenious men; but the fame of its originators upheld it. A practical familiarity with Abbé de l'Epée's system has been lost to such a degree that probably none of the living teachers could reproduce the Lord's Prayer by these "methodical signs."

Saint Sernin at Bordeaux could not yet entirely free himself from the fetters of the "methodical signs," but he simplified them and employed more and more the natural gestures of the deaf. He used this language of natural gestures for developing the understanding, and taught his pupils to translate direct from these gestures into the written language. Sicard's brilliant successor, Bébien, soon emancipated himself from de l'Epée's and Sicard's method, and like Saint Sernin employed natural gestures. By means of his method the deaf pupils became familiar with a language of gestures which was developed from mimics, and they even learned to translate from the language of gestures into the written language. This complete revolution in methods was favored by the Government authorities, and was gradually adopted by the majority of the French schools. The next revolution in the French method was produced by J. J. Valade-Gabel. This distinguished disciple of Pestalozzi taught in the Paris School 1826-1838, was director of the National Institution at Bordeaux from 1838 till 1850, and finally became Government inspector of the schools for the deaf. This untiring reformer introduced at the Bordeaux Institution the intuitive method in instruction in language in its written form. He attracted the attention of specialists to his method by annual courses and lectures from 1839 till 1850, and in 1857 published his famous work, "Method for the use of primary teachers for teaching the deaf the French language without the intermediary of the sign language." This important work was favorably received by the leaders of the French education of the deaf; and in 1875 Valade-Gabel's method was officially recognized by the Ministry of the Interior. This method which substituted the eye for the ear, employed writing, and abandoned signs as a means for learning language, was adopted either entirely or in conjunction with older methods by the majority of the French schools many years before the Milan Congress. We must not fail to mention the important part taken by Mr. Claveau, general Inspector for several schools for the deaf, in introducing the oral method and abandoning signs. Immediately after the Milan Congress he laid before the Ministry of the Interior a



series of reports on this question, which led to important changes in methods. A journey abroad undertaken for the purpose of studying the education of the deaf in other countries, in company with the Principal of the Bordeaux Institution, Sister Angelique, led to the introduction of the pure speech method in that Institution, which therefore, became a shining example for other French schools. At the Paris Institution the pure speech-method was introduced immediately after the Milan Congress, and several of the teachers who were instrumental in introducing this reform, are still in active service at that Institution.

Valade-Gabel's method is based on two leading principles: the first, that language shall be taught without either methodical or natural gestures, and the second, that instead of beginning with words, developing and explaining them, each one by itself, the beginning should be made with sentences. The following introductory remarks to the practical part of his famous work should be borne in mind by all teachers of the deaf: "Instruction of the deaf consists of realities, of the unforeseen. It is impossible to fix all its details beforehand." Another well-known truth, which serves as the motto for this part, likewise deserves to be remembered: "Repetition is the soul of instruction. Thereby the lessons are not only indelibly engraven on the mind of the pupil, but new light is also thrown on them."

In the practical part of the work Valade-Gabel divides instruction in two courses. In the first the lessons are grouped according to certain grades and series, intended to teach the pupil the fundamental outlines of language itself, its commonest forms, and their order. In the second course the means are furnished for enlarging the pupil's thoughts and knowledge, to give precision to his thoughts and to familiarize him with the use of phrases of a less elementary character, and to lead him finally to the spontaneous expression of his own thoughts.

The first course embraces four sections. In the first section the pupil learns to understand imperative (in the grammatical sense of the term) sentences, and the pupil learns to carry out orders. He starts from the single sentence in its shortest—the imperative—form. The pupil begins with carrying out short orders, e. g., to go and jump. Soon there are joined to the imperative from an object—the accusative,—adverbs, and attributes. Later the imperative form in the plural is taken up. The second section acquaints the pupil with the infinitive. The pupil continues to obey and begins to issue orders. He has learned to think the teacher's thought and express it as his own. The infinitive is also taught in con-



nection with the imperative, e. g., "Charles, tell Paul to embrace Julius." The third section teaches the question form. The pupil now learns to understand the indicative form and its use in making answers. Here we, therefore, have questions in connection with answers. Here the pupil also first learns the affirmative and negative forms of answers. In the fourth section the indicative form is used in connection with the imperative. The pupil is led to relate: e. g., "Charles, say to Frank that he shall embrace Julius." Charles gives an account of the act and says: "Frank embraced Julius."

The second course embraces six sections. The first is intended to enlarge the stock of words; the second makes the pupil acquainted with new forms, such as the articles, the comparative, pronouns; in the third the pupil learns a number of phrases and expressions, e. g., For what purpose? it is found, to hinder, to permit—also synonyms; in the fourth the pupil learns the passive of the verb; in the fifth, the numerals and the divisions of time; the sixth finally teaches the rudiments of religion. The two above described courses cover the first four years of instruction.

It will be seen that Valade-Gabel's method is a grammatical method. A very striking feature of the method is the important part played by the imperative form. Mr. Nordin states that the method, even with its present modifications, appeared to him somewhat monotonous; but he cannot overlook its many very excellent features. The philosopher Frank, who in Valade-Gabel's time had been commissioned to examine the method, states that especially in Bordeaux he had tested its results, and had found that they exceeded those reached in other places. He let the pupils give an account of a complicated act performed by himself in their presence, he let them describe a picture without title, he let them improvise a letter, or he gave them historical or grammatical questions to solve; and everything was done to his complete satisfaction.

The above somewhat full account of the method has been given, because it forms the historical basis for the method which at the present time is employed in the national institutions in Paris and Bordeaux and many other French schools for the deaf. The course of instruction at the National Institution of Paris is based entirely on Valade-Gabel's method.

The Paris Institution: The following are the more important dates in the history of the Institution: 1760, Abbé de l'Épée opened his school in his own house, continued his work till his death in 1789, and in 1785 had already 72 pupils. 1790, Abbé Sicard, de l'Épée's successor, moved the school to the Celes-

tine Convent given for that purpose by the Government; 1791, the National Assembly created 24 free places at 350 francs each; 1792, the first girls were admitted as pupils; 1794, by decree of the National Convention the Institution was moved to the former Seminary Saint Magloire. Though the buildings have in course of time been considerably modified and enlarged, the Institution still occupies this location. The buildings at present represent a value of about two million francs. They have an imposing and aristocratic character. The large courtyard, which the visitor first enters, is partly shaded by an enormous old elm tree, more than nineteen feet in circumference and of corresponding height, said to have been planted in 1600 by the famous minister Sully; and its noblest ornament is a fine statue of the Abbé de l'Épée by a former pupil, Felix Martin.

At the head of the Institution is a Director appointed by the Minister of the Interior. There is a treasurer (who also has the same function as regards the Institution for the Blind), a private secretary for the Principal, and several clerks. The staff of teachers numbers 29, 18 of whom have the title "Professor," and give instruction 4 hours a day on 5 days of the week; 8 are assistant teachers, and 3 are "repetiteurs" (tutors) who supervise the pupils' studies outside of school hours. Surveillance over the pupils outside of study and school hours is exercised by an overseer, an assistant overseer, and 6 subordinates. The chief overseer is appointed by the Minister of the Interior. Instruction in various trades is given by 8 teachers. The health of the pupils is looked after by a physician, an assistant physician, a specialist for diseases of the ear, and a dentist. A special chaplain attends to the spiritual wants of the pupils. The total number of persons employed in the Institution from the Director to the charwomen is 90. Healthy, substantial food, good wine both at dinner and supper, a bath every two weeks, and plenty of recreation and exercise in the open air serve to keep the pupils, as a general rule, in exceptionally good health.

The library contains about 7000 volumes; and the archives contain many rare and exceedingly valuable manuscripts and autographs of de l'Épée, Sicard, Itard, de Gérando, and many others. The museum contains a rich collection of apparatus etc., for the instruction of the deaf.

Pupils are received from the ages of six to twelve, and must show some aptness for intellectual and technical instruction. The number of pupils, coming from all parts of France, was, in 1900, 265. The course of instruction covers 8 years; besides a supplementary course founded by a legacy of the famous Dr.

Itard. The pupils are divided into four groups: preparatory, lower, intermediate, and higher division.

The expenditure during the last year (1899) was 447,230 francs (1 franc equals 19.3 cents) towards which the Government contributed 226,000 francs.

Besides the usual subjects of instruction, an opportunity is afforded to the pupils to learn shoemaking, tailoring, carpentering, woodcarving, bookbinding and gardening. The institution has its own printing establishment where pupils are instructed in printing, and from which all the reports and other publications of the institution have been issued for many years.

The Bordeaux Institution: Founded in 1786 by the then archbishop of Bordeaux, Champion de Cicé, who during a journey to Paris had visited Abbé de l'Epée's school and had become deeply impressed by what he saw there. On his return he selected from among his young priests a man who appeared to be particularly suited to the task, who went to Paris to study Abbé de l'Epée's method, and on his return opened the Bordeaux school. That man was Abbé Sicard. In 1793 the Institution began to receive assistance from the Government, a small sum at first, and now 110,000 francs per annum.

Only girls are received at this Institution; the number of teachers (female) is 32. The domestic arrangements, course of instruction, etc., are very similar to that of the Paris Institution.

Mr. Nordin, in conclusion, gives an account of the Department of the Seine Institution for the deaf at Asnières; but lack of space forbids the giving of further extracts from Mr. Nordin's admirable report, the perusal of which will give the reader a particularly clear and correct idea of what France is doing for her deaf children.

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**American Annals of the Deaf.** Washington, D. C. May, 1902.

This number of the Annals opens with "A few Whys and Hows," by Weston Jenkins, Talladega, Ala. In this paper, Mr. Jenkins urges that the "one thing needful" in the use of language by deaf children is intelligibility, and even lucidity, rather than merely grammatical correctness, which is the test usually applied in the schoolroom. Mr. Jenkins affirms with too much truth that the tendency of classroom teaching is strong in the direction of regarding the sentence as an end in itself, and as something which has fulfilled its purpose if it conforms to the

laws of its own structure. It is suggested that a shipping clerk uses language with far more grammatical propriety than an Adirondack guide or a Cape Cod whaling captain, but he probably uses it far less effectively; it is further pointed out that the best and clearest English of our time is written by men of science. To correct the faults of the schoolroom method of language teaching, the writer urges a close correlation of the work of all departments of an institution, that the schoolroom language should be used constantly and everywhere, and more especially in the industrial departments where the knowledge comes through such use to be looked upon as a practical matter and essential to the smart workman, which so many pupils are ambitious to be.

"The Theory and Practice of Instruction for an Oral Class of Beginners," by Frances E. Gillespie, Little Rock, Ark. This is the second article of a series, and it gives the details of actual schoolroom work and material that are so helpful to young teachers and suggestive even to those of larger experience. Specimen term and daily programmes are presented, together with element charts and a long list of paraphernalia of speech teaching with brief explanation in each case of their purpose and use.

The question, "Should the Swedish or Ling system of gymnastics alone take the place of the so-called American eclectic system in schools for the deaf?" is answered with a strong negative by Robert L. Erd of Flint, Mich.

"The Mania of Exaggeration in the Educational Work for the Deaf," by Giulio Ferreri. That there has been in times past undue exaggeration in the work of the education of the deaf in the exhibition of the results of instruction, is well known, and as the writer shows, it has not been confined to any one period, or country, nor has it lent itself especially to the exploiting of any one method. The writer deprecates the tendency to magnify results, of showing only the best and hiding the medium and the poor, as not only dishonest and ultimately defeating its own ends, but as arresting or seriously delaying the development of a true and advanced science of pedagogy as applied to the special work of the education of the deaf. The paper is an admirable one and is especially to be commended to readers as suggesting the high level that all our professional controversy should maintain, and as showing moreover that a fair and judicial style of treatment in no way militates to weaken the convincing force of argument presented.

"Theory versus Practice," by Agnes Steinke, Indianapolis. This is a paper noting "some differences between the Oral

Method in Germany and in America." In it the writer gives to America teachers the benefit of her personal observations and study of the methods of German schools, indicating certain points of difference in the aim and detail of practice as she found it in Germany and as she is familiar with it in America. The points given would seem to be very well worth studying, with it in view the securing of possible advantages to the work as pursued in our own schools. As is well known the term in school of deaf children in European schools is much shorter than the term given here in America, and this leads the writer to say in closing her article: "The longest term in any of the German schools is eight years. The majority are six and seven, and one, I believe, is five. When I think of what is accomplished there, and then think of the length of our course, I appreciate that the differences in practice are of much greater consequence than they at first appear."

"Men and Women Teachers," by Jay Cooke Howard, Duluth, Minn. This paper notes a protest made recently by business men in Chicago and Boston against the kind of boys that the public schools turn out—that they lack application, do not have enterprise, are not proficient in mathematics, and make poor material from which to produce business men. The writer believes that the reason for this condition of things is found in the fact that now more than formerly the care of the schools and the education of the children are left in the hands of women. He argues that boys to be made manly and to have aroused in them manly ambitions, should have, in certain proportion at least, men teachers to teach them. He would have in every school "about as many good men teachers as women teachers, and then they can hope to graduate manly boys and womanly girls."

"Scientific Courses at Gallaudet College," by Percival Hall, Washington, D. C. In response to an earnest demand for it the College at Washington has been making effort during the past two years to provide a scientific course to be pursued by such of the students as may wish it and are capable of carrying it through, this to enable students completing the course "to enter with advanced standing, in either the second or third year class, a special scientific or technical school for the hearing, where they can complete their work." The graduates of the scientific course will be given the degree of Bachelor of Science which degree it is the intention of the Faculty shall demand as much application and ability as the degree of Bachelor of Arts. The writer justifies the establishment of the new course in the following argument:

"Graduates in science should make just as good teachers, clerks, or Government employees as any other graduates. They may also have the advantage of being able to step into positions in chemical manufacturing works, assayers' offices, or surveyors' or engineers' offices—positions not open to the ordinary graduate. Those who have the means can enter technical schools with advanced standing and graduate with the best instruction the country affords. They will be somewhat handicapped by deafness, but this handicap has been overcome by others and can be overcome more easily with better preparation. Without great extra expense to the College a few students each year can be trained in the foundations of general chemistry, civil engineering, architecture, agricultural chemistry, or assaying. This is about all the technical work Gallaudet ought to do for the present."

"Deafness and Cheerfulness," by May M. Stafford, Marquette, Mich., a review. "International Reports of Schools for the Deaf," a review by the editor. A table is given in this review, showing the number of schools in the world under the several methods of instruction—as compiled from previous reports and this one—in the years 1882, 1895, and 1901. This table is here reproduced:

Years.	METHODS OF INSTRUCTION.					
	Manual.	Oral.	Manual Alphabet	Combined.	Not stated.	Total.
1882 .....	32	239	.....	91	37	397
1895.....	11	267	6	109	81	474
1901.....	15	388	6	155	51	615

The remainder of this number is given to notices relating to the postponement of the Summer Meeting and the proposed Summer School of the Association, and to the Meeting of Department XVI, N. E. A., and to School Items.

### Reports Received.

I. Report of the Royal Institution for Deaf-mutes at Copenhagen for 1900-1901, and of the Government Institution for persons suffering from impediment of speech.

The number of pupils was 71 and of teachers and assistants 19. The institution for persons suffering from impediment of

speech is in its third year. It has two divisions, viz., the first for pupils that stutter, and the second for those who from some physical or other cause have an imperfect pronunciation. The first division numbered 91 pupils of whom 17 per cent. were completely cured, and 45 per cent. showed very decided improvement. The second division numbered 36 pupils. The time spent at the institution varied from 9 days to 12 months. The results have on the whole been satisfactory.

2. Report of the Institution for Deaf mutes at Braunschweig (Brunswick), Germany, for 1901-1902.

This Report—which gives on the title page a view of the Institution, showing it to be a handsome and commodious building—differs from general Reports of this kind by giving in the form of a diary, the important events of the year from day to day. Thus it states under date of May 8th, that the birthday of the Prince Regent of Brunswick was duly celebrated by an excursion to the woods in the morning and a feast of chocolate and cakes in the afternoon. August 16th: Excursion to the Hartz Mountains. Mention is made of the dinner which consisted of venison and potatoes. September 5th: a number of interesting publications (mentioned by titles) received from the Volta Bureau, Washington. The number of pupils was 60, and that of the teachers and assistants 9.

3. Eighteenth annual Report (for 1900) of the "Aid Society for Deaf-mutes and Blind," at Lyon, France.

The means by which the Association accomplishes its work are: reports, publications, conferences, workshops, schools, museums, expositions, scholarships, pensions, rewards and prizes, financial aid. Revenue: 18,311.05 francs (\$3,534.03); expenditure: 16,829.40 francs (\$3,238.07).

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**Proceedings of the Sixteenth Meeting of the Convention of American Instructors of the Deaf at Buffalo, N. Y., July 2-8, 1901.**

This volume of 354 8-vo. pages contains the proceedings of the Sixteenth Convention of American Instructors, held at Buffalo during the past summer. The report of papers and discussion is complete, and of the discussions unusually accurate, showing excellent work on the part of the secretaries and



stenographers. The list of members as printed shows 271 active and 37 honorary members, making a total of 308. An unusual number of necrological notices is given which is in itself evidence of a commendable effort to make this part of the Report complete. An excellently arranged index will prove its value many times over to everyone having occasion to refer to the volume.

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**The National Geographic Magazine.** Washington, D. C.  
April, May, 1902.

The April number of this magazine gives the following table of contents: "Recent French Exploration in Africa," illustrated, by Charles Rabot; "Proposed Surveys in Alaska in 1902," with map, by Alfred H. Brooks; "Ocean Currents," by James Page; Geographic Notes; Geographic Literature; Proceedings of the National Geographic Society.

May number: "Recent Explorations in the Canadian Rockies," illustrated, by Walter D. Wilcox; "A Great African Lake," with map, by Sir Henry M. Stanley; "Coal Resources in Alaska"; "The Hubbard Memorial Building"; Geographic Notes; Proceedings of the National Geographic Society.



## EDITORIAL.

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### **The Hubbard Memorial Building**

On April 26, 1902, in Washington, D C., was laid the corner stone of the "Hubbard Memorial Building." This building now being erected in memory of Gardiner Greene Hubbard by his children, is the gift of Mrs. Gardiner Greene Hubbard, who joins her children in establishing this memorial to her husband. The building is designed to be the home and headquarters of the National Geographic Society, of which Mr. Hubbard was President from the date of its organization, January 20, 1888, to the day of his death, December 11, 1897.

This building as a memorial possesses especial interest for our readers in the fact that Mr. Hubbard was a Director and Vice-President of the American Association to Promote the Teaching of Speech to the Deaf from the time of its founding until his death, and because of his valuable labors in behalf of the deaf and their education by oral methods extending over a period of many years.

In the corner stone as it was laid were sealed and deposited various documents and papers and coins of historical value, the ceremony taking place in the presence of Mrs. Gardiner Greene Hubbard and all the surviving descendants of Mr. Hubbard together with a few personal friends. The stone was laid by Melville Bell Grosvenor, the infant great grandson of Gardiner Greene Hubbard, in the arms of Mrs. Hubbard.

Mr. Hubbard's work for the deaf was fittingly recognized and memory of it was perpetuated by including among the documents deposited in the corner stone, copies of his own writings upon the subject of the education of the deaf published at various times, together with the writings of others relating more fully of his work of inaugurating and promoting the teaching of the deaf by oral methods, to which he gave generously of

his time and thought during the greater part of his long life. Among the documents and publications thus deposited were: a pamphlet entitled "The Education of Deaf-Mutes: Shall it be by signs or articulation?" by Gardiner Greene Hubbard, published in 1867; a book entitled "The Story of the Rise of the Oral Method in America, as told in the writings of the late Hon. Gardiner G. Hubbard," compiled and arranged by his daughter, Mrs. Alexander Graham Bell; copies of the ASSOCIATION REVIEW, Vol. I, No 1, containing an account of the life of Gardiner Greene Hubbard, by his wife, Mrs. Gertrude M. Hubbard—with a portrait and signature, and Vol. II, No 1, containing the opening chapters of "Historical Notes Concerning the Teaching of Speech to the Deaf," published as a tribute to Mr. Hubbard's labors on behalf of the deaf, written by his son-in-law, Alexander Graham Bell; and a copy of the National Geographic Magazine, Vol. IX, No. 2, containing an address delivered at a memorial meeting of the National Geographic Society, January 21, 1898, by Miss Caroline A. Yale, on behalf of the American Association to Promote the Teaching of Speech to the Deaf.

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**Helen Keller's  
Own Story**

The Ladies' Home Journal for May contains the second installment of "The Story of My Life," by Helen Keller, and naturally the interest grows as the story proceeds. For our teacher readers, the story in the parts that relate to Helen's education, as they reveal or suggest the manner of it, and the method—so far as there was a method—will be of the greatest interest. The first steps in the process of teaching her to read, and the difficulties encountered in leading her up to an apprehension of the meaning of such words as "love" and "think," will appeal especially to teachers of the deaf. But the following paragraphs we believe reveal the essential secret—almost with the fidelity of an instantaneous photograph—of the "method" that has given us, or contributed at least to give us, this educational marvel of the age. While we cannot think that a mere method can give us a Helen Keller, in any creative sense, we do believe that the method employed in

any case is an important factor as the open door and the well prepared way along which intelligence may proceed and be led normally and rapidly to its own highest and best development. Miss Sullivan's method was evidently the method of the hour, of the moment indeed, and of the occasion, and undoubtedly it was more largely inspiration than premeditation; yet it was method, and method because philosophical, rational, at each step an economical adaptation of fitting and adequate means to desired ends. It is perhaps as remarkable as anything that Helen herself as the pupil has the clear perception that she evinces of the manner of her learning, and of the operation of the various teaching influences and forces involved in it. But all this and more is suggested in Helen's own narration:

"My teacher is so near to me that I scarcely think of myself apart from her. How much of my delight in all beautiful things is innate, and how much is due to her influence, I can never tell! I feel that her being is inseparable from my own, and that the footsteps of my life are in hers. All the best of me belongs to her—there is not a talent, or an aspiration, or a joy in me that has not been awakened by her loving touch. I wonder if I shall ever be able to render to another a service comparable to this.

"From the beginning of my education Miss Sullivan made it a practice to speak to me as she would speak to any hearing child, the only difference being that she spelled the sentences into my hand instead of speaking them. If I did not know the words and idioms necessary to express my thoughts she supplied them, even suggesting conversation when I was unable to keep up my end of the dialogue. This process was continued for several years; for the deaf child does not learn in a month, or even in two or three years, the numberless idioms and expressions used in the simplest daily intercourse. The little hearing child learns these from constant repetition and imitation. The conversation he hears in his home stimulates his mind and suggests topics and calls forth the spontaneous expression of his own thoughts. This natural exchange of ideas is denied to the deaf child. My teacher, realizing this, determined to supply the stimuli I lacked. This she did by repeating to me as far as possible, verbatim, what she heard, and by showing me how I could take part in the conversation. But it was a long time before I could find something appropriate to say in the nick of time.

"My teacher realized that a child's mind is like a shallow brook which ripples and dances merrily over the stony course of its education and reflects here a flower, there a bush, yonder a

fleecy cloud; and she attempted to guide my mind on its way, knowing that like a brook it should be fed by mountain streams and hidden springs, until it broadened out into a deep river, capable of reflecting in its placid surface, billowy hills, the luminous shadows of trees and the blue heavens, as well as the sweet face of a little flower.

“It was my teacher’s genius, her quick sympathy, her loving tact which made the first years of my education so beautiful. It was because she seized the right moment to impart knowledge that made it so pleasant and acceptable to me. Any teacher can take a child to the classroom, but not every teacher can make him learn. He will not work joyously unless he feels that liberty is his, whether he is busy or at rest; he must feel the flush of victory and the heart-sinkings of disappointment before he takes with a will the tasks distasteful to him and resolves to dance his way bravely through a dull routine of textbooks.”

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#### **The Statistics of Speech-Teaching**

Elsewhere in this issue are given the annual statistical tables of speech-teaching in American Schools for the Deaf. The returns are in response to the same questions that have been used in previous inquiries, but in this inquiry supplemental questions have been used with the design to show by the returns received the differences that exist throughout the schools between the “in the school-room” practice and “outside the school-room” practice as regards the several means of instruction employed. This distinction is an important one and one that has never before been made, and it is a distinction that many principals have wished to have recognized to enable them more exactly to describe the speech-work of their schools and to give it its true place and value relative to the entire work that they are doing.

The returns as tabulated show that the supplemental questions have assisted materially to secure a stricter construction of the regular questions and a closer classification of pupils taught speech by the several methods. This is a gratifying result, for the stricter and closer the classifications the greater their value for purposes of comparison and study as showing actual movements or growth, with the directions of the lines that development is taking and following. We believe that the

returns from future inquiries will show an even stronger tendency to close and careful classification, as all come to feel the importance of it and the desirability of it for the purposes in view.

Turning to the tables themselves we find that the total number of schools in the United States has increased by eight, from 116 to 124 in the year. The increase of pupils can not be stated for the reason that the present statistics, unlike those of former years, are based on the number of pupils actually in attendance upon a certain day, which number is somewhat less than the yearly attendance. The entire number of pupils reported as in school on April 25, is 11069. Of this number 7164, or 64.7 per cent., are being taught speech; and with 6276, or 56.7 per cent., speech is being used as a means of instruction. The former percentage is the same as last year's, the latter is slightly larger. Somewhat more material changes are made in other features of the inquiry as will be noted by referring to the diagram and the accompanying table. It is quite fair to believe that these changes both in their direction and measure are due to the influence of the supplementary questions as requiring and enabling a stricter construction of the main questions than has probably heretofore obtained.

The table giving the summary of the supplementary inquiry (see p. 293), with corresponding lines in the illustrating diagram opposite, shows that of the total number of pupils in school 3400, or 30.6 per cent. were taught *in the school-room* by purely speech methods; in addition to these, 1812, or 16.4 per cent., were taught in the school-room by speech and spelling, and 318, or 2.9 per cent., by speech, spelling, and signs. This table will, we believe, be especially interesting and valuable for comparison purposes in the coming years and it is well to have it started at this time.

Space does not permit extended comment upon the returns and their showings, and we refer readers to the tables themselves as given, with the assurance that they will find in them much to interest and instruct as to the character of the speech-teaching in our schools as well as the amount of it under the several and different methods employed.

**The Iowa  
School Fire**

For the third time in its history the Iowa School at Council Bluffs suffers the loss of its main building by fire. The building was 320 feet in length, 60 feet in width, with four-story wings and a five-story central section, and a south addition 125 by 60 feet two stories high. The loss on the building is estimated at \$200,000, and on the contents, \$50,000. The state does not insure its property, so the loss is total. There were 265 pupils in the school, but by great good fortune the fire broke out in the day-time, so there were no casualties. No cause is known for the fire, and it is supposed to have been from spontaneous combustion starting as it did in an attic. The reports all speak in the highest praise of Superintendent Rothert and the teachers and officers of the school for their self-sacrificing efforts in behalf of the children and the saving of all property belonging to them, while in most cases their own losses were total.

The school-house and a number of other detached buildings remain uninjured, so it was found possible to retain a part of the children until the end of the term, the remainder—the younger children—being sent to their homes at once. Plans for a new structure are being discussed, with the cottage plan strongly favored.

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**The Exhibit at the  
St. Louis Exposition**

The committee in charge of the arrangements of exhibits of schools for the deaf to be made at the Exposition at St. Louis in 1904, held a meeting at Fulton, Mo., early in April, and later some of the members consulted with the authorities of the Exposition in St. Louis. We are informed that the Exposition authorities are well disposed toward the project and will favor a very full and complete exhibit of the schools of the country, and the committee itself hopes to secure a general co-operation on the part of the schools to bring about this result. The committee consists of President E. M. Gallaudet of Washington, chairman ex-officio; Mr. N. B. McKee of Fulton, Mo., vice-chairman; Mr. H. C. Hammond, Olathe, Kansas; Rev. J. H. Cloud, St. Louis, Mo.; Miss Mary McCowen, Chicago, Ill.; and Mr. Alvin E. Pope, Omaha, Neb.

**The Wisconsin  
School's Fiftieth  
Anniversary**

The Wisconsin School at Delavan on April 2, celebrated the fiftieth anniversary of the day of its founding. The exercises were appropriate to the day and included an address by Superintendent C. P. Cary, a history of the school by Mr. W. A. Cochrane, a paper on pioneer work in speech-teaching by Miss Emily Eddy, an address by President E. M. Gallaudet, and a poem by Mr. J. C. Balis. An incident of the occasion was the presentation to the school, on behalf of the La Crosse Association for the Deaf, by its President, of a fine portrait of ex-Superintendent J. W. Swiler, which was received with thanks by Superintendent Cary. Among those present from abroad were Hon. Robert C. Spencer of Milwaukee, State Inspector of Schools for the Deaf W. D. Parker, and Miss Mary McCowen of Chicago.

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PROGRAMME OF THE DEPARTMENT OF SPECIAL  
EDUCATION OF THE NATIONAL EDUCA-  
TIONAL ASSOCIATION.

Department XVI—Department of Special Education—of the National Educational Association, meeting in Minneapolis, July 7-11, 1902, will hold its sessions in Plymouth Church, on the afternoons of Wednesday, July 9, and Friday, July 11.

The officers of the Department are Dr. Alex. Graham Bell, Washington, D. C., President; Mr. E. E. Allen, Overbrook, Pa., Vice-President; and Mr. E. A. Gruver, New York City, Secretary.

The following programme for the Department has been arranged:

Wednesday Afternoon, July 9.

1. Address of welcome—Dr. C. M. Jordan, Superintendent of Schools, Minneapolis, Minn.
2. President's address—Dr. Alexander Graham Bell, President of the Department, Washington, D. C.

3. Lessons to be learned by the General Teacher from Teaching Language to the Deaf—F. W. Booth, editor *ASSOCIATION REVIEW*, Mt. Airy, Philadelphia, Pa.

4. What Minnesota is doing for the Education of Blind and Deaf Children and Children of backward Mental Development—The Minnesota Institutions.

5. A Comparison of Kindergarten Methods for the Deaf and the Hearing Child—Miss Mary McCowen, Supervising Principal, Chicago Day Schools for the Deaf, Chicago, Ill.

6. What can we do to Facilitate the Instruction of Children in the Public Schools who have Defective Faculties?—Discussion led by Dr. J. C. Gordon, Superintendent of the Illinois School for the Deaf, Jacksonville, Ill., to be followed by resolutions of recommendation on the subject.

#### Friday Afternoon, July 11.

1. Some Lessons for the General Teacher to be Learned in Teaching the Blind—William B. Wait, Superintendent, New York Institution for the Blind, New York City.

2. Importance of giving Special Instruction in Lip-reading to Children of Defective Hearing in the Public Schools—General discussion.

3. The Special Work of Teaching the Blind—E. E. Allen, Superintendent of the Pennsylvania Institution for the Blind, Overbrook, Pa.

4. "Necessary Evils," J. J. Dow, Superintendent of the School for the Blind, Faribault, Minn.

5. How to Correct Defective Speech in Public School Children. Discussion led by Dr. Alexander Graham Bell, President of the Department.

6. The Organization of Associations of Parents of Deaf Children as an Aid to Schools. Discussion led by Mrs. Charles R. Crane, President of the Chicago Association of Parents of Deaf Children.

7. Drawing as a Means of Expression—Discussion.



## REPORT ON THE PROGRESS OF SPEECH- TEACHING IN AMERICA.

SPEECH-TEACHING IN AMERICAN SCHOOLS FOR THE DEAF, 1884-1902.

### KEY TO SPEECH DIAGRAM.

The diagram represents graphically the percentage of pupils taught speech in Schools for the Deaf in the United States. (For figures see REVIEW I. 74-106; II, 90-91, 299-315, 448-449; III, 89-90, 281-297; IV, 95-96, 293-309.) The light lines represent Columns A, B and C of the Annals; the dark lines, the statistics of the ASSOCIATION REVIEW.

#### PERCENTAGES FROM SPEECH-STATISTICS OF THE ANNALS.

- A. Total Taught Speech.
- B. Taught wholly by the Oral Method.
- C. Taught wholly or chiefly by the Auricular Method.

#### PERCENTAGES FROM SPEECH-STATISTICS OF THE REVIEW.

- 1. Total Taught Speech.
- 2. Speech *used* as means of instruction.
- 3. Speech *not used* as means of instruction.
- 4. Taught by Speech and Speech-Reading (*no manual spelling, no sign language.*)
- 5. Taught by Speech and Speech-Reading and manual spelling (*no sign-language.*)
- 6. Taught by Speech and Speech Reading and manual spelling and sign language.

The dotted lines point to the percentages obtained from the supplementary Investigation "In the school-room." See Table on next page.

PERCENTAGE FIGURES ILLUSTRATED IN THE DIAGRAM.



\*If the precedent of past years is followed, the Annals statistics for 1902 will be collected in November, 1902, and published in the Annals for January, 1903.

SUPPLEMENTARY INVESTIGATION—SUMMARY.

Concerning pupils returned under Queries 2, 3, and 4, see Table V.

Pupils taught by	In school-room		Outside in chapel workshop, etc.		Details not stated	
	Number	Percent.	Number	Percent.	Number	Percent.
TEACH without spelling or sign-language.....	3400	30.6%	2506	22.6%	—	—
TEACH and SPELLING without sign-language.....	1812	16.4%	1232	11.1%	91	0.8%
TEACH, SPELLING and SIGN-LANGUAGE.....	318	2.9%	1700	16.2%	620	5.6%
tal.....	5530	49.9%	5530	49.9%	711	6.4%

[illegible]

do	St Louis	Longwood Place	St Joseph's Deaf Mute Institute for Boys	Rev Mother Agatha
do	Boulder		Montana Deaf and Dumb Asylum	Thos S McAloney
do	Omaha		Nebraska Institute for the Deaf and Dumb	R. F. Stewart
do	Trenton		New Jersey School for Deaf Mutes	J. P. Walker, M A
do	Santa Fe		New Mexico School for the Deaf and the Blind	Lara M. Larson, B.A.
do	Albany	Pine Hills	Albany Home Sch for Oral Instr of the Deaf	Mary McGuire
do	Brooklyn	113 Buffalo Ave.	Branch of St Joseph's Inst for the Improved	Mary C. Hendrick
do	Buffalo	Edward Street, No. 125	Instruction of Deaf Mutes	Sister Mary Anne Burke
do	Pordham	East 182nd Street, No. 772	Le Cousteau St Mary's Inst for the Improved	Rosa A. Pagan
do			Instruction of Deaf Mutes	
do			Branch of St Joseph's Inst for the Improved	
do			Instruction of Deaf Mutes	

TABLE I.—SCHOOLS FOR THE DEAF IN THE UNITED STATES.

(Arranged alphabetically according to location.)

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State or Territory.	Town.	Official Name of School.	Chief Executive Officer.
Alabama.....	Talladega.....	Alabama Institute for the Deaf.....	Joseph H. Johnson, M.A.
Arkansas.....	Little Rock....	Arkansas Deaf-Mute Institute.....	Frank B. Yates.
California.....	Berkeley.....	California Institution for the Deaf and the Blind	W. Wilkinson, M.A., L.H.D.
do.....	Los Angeles....	Los Angeles Oral School for the Deaf.....	Mary E. Bennett.
do.....	Oakland.....	Oakland Oral Day School for the Deaf.....	Charlotte Louise Morgan.
do.....	do.....	St. Joseph's School and Home for Deaf-Mutes..	Sister M. Valeria.
do.....	San Francisco..	San Francisco Day School for the Deaf.....	Mrs. Jennie B. Holden.
Colorado.....	Col. Springs..	Colorado School for the Deaf and the Blind....	W. K. Argo, M.A.
Connecticut...	Hartford.....	American School for the Deaf.....	Job Williams, M.A., L.H.D.
do.....	Mystic.....	Mystic Oral School for the Deaf.....	Alice H. Damon, B.A.
Dist. Columbia	Washington...	Columbia Institution for the Deaf and Dumb....	E. M. Gallaudet, Ph.D., LL.D.
		Comprising { The Kendall School for the Deaf	James Denison, M.A.
		{ and Gallaudet College.....	E. M. Gallaudet, Ph.D., LL.D.
Florida.....	St. Augustine..	Florida Institute for the Deaf and the Blind....	Wm. B. Hare.
Georgia.....	Cave Spring..	Georgia School for the Deaf.....	Wesley O. Connor.
Illinois.....	Chicago.....	Burr Public Day-School for the Deaf.....	Mary T. McCowen.
do.....	do.....	Clarke Public Day-School for the Deaf.....	Mary T. McCowen.
do.....	do.....	Prescott Public Day-School for the Deaf.....	Mary T. McCowen.
do.....	do.....	Darwin Public Day-School for the Deaf.....	Mary T. McCowen.
do.....	do.....	Wicker Park Public Day-School for the Deaf....	Mary T. McCowen.
do.....	do.....	Seward Public Day-School for the Deaf.....	Mary T. McCowen.
do.....	do.....	Dore Public Day-School for the Deaf.....	Mary T. McCowen.
do.....	do.....	Kozminski Public Day-School for the Deaf....	Mary T. McCowen.
do.....	do.....	P. D. Armour Public Day-School for the Deaf...	Mary T. McCowen.
do.....	do.....	Lyman Trumbull Pub. Day-School for the Deaf	Mary T. McCowen.
do.....	do.....	Yale Public Day-School for the Deaf.....	Mary T. McCowen.
do.....	do.....	Ephpheta School for the Deaf.....	Margaret Cosgrove.
do.....	do.....	Hammond Public Day-School for the Deaf....	Mary T. McCowen.
do.....	do.....	Froebel Public Day-School for the Deaf.....	Mary T. McCowen.
do.....	do.....	McCowen Oral School for Young Deaf Children	Cornelia D. Bingham.
do.....	Jacksonville..	Illinois Inst. for Education of Deaf and Dumb..	Joseph C. Gordon, M.A., Ph.D.
do.....	Rockford.....	Rockford Day-School for the Deaf.....	Sarah M. Kinnaird.
do.....	Rock Island...	Rock Island Day-School for the Deaf.....	Meta C. Wittig.
do.....	Streator.....	Streator Day-School for the Deaf.....	Edith E. Brown.

Kentucky.....	Danville.....	Kentucky Inst. for Education of Deaf-Mutes..	Augustus Rogers, M.A.
Louisiana.....	Baton Rouge..	Louisiana Inst. for Ed. of Deaf and Dumb.....	John Jastremski, M.D.
do.....	Chinchuba.....	Charitable Deaf-Mute Inst. of the Holy Rosary	Rev. G. Ruppert.
Maine.....	Portland.....	Maine School for the Deaf.....	Elizabeth R. Taylor.
Maryland.....	Baltimore.....	F. Knapp's Institute.....	Wm. A. Knapp.
do.....	do.....	St. Francis Xavier's School for the Deaf.....	Mother M. Joseph Hartwell.
do.....	do.....	Maryland School for the Colored Blind and Deaf	Frederick D. Morrison, M.A.
do.....	Frederick City.	Maryland School for the Deaf and Dumb.....	Charles W. Ely, M.A.
Massachusetts.	Beverly.....	New England Industrial School for Deaf-mutes	Nellie H. Swett.
do.....	Boston.....	Boston School for the Deaf.....	Rev. Thomas Magennis.
do.....	do.....	Horace Mann School for the Deaf.....	Sarah Fuller.
do.....	Northampton..	Clarke School for the Deaf.....	Caroline A. Yale, LL.D.
do.....	West Medford	Sarah Fuller Home for Little Children Who	
		Cannot Hear.....	Eliza L. Clark.
Michigan.....	Bay City.....	Bay City Day-School for the Deaf.....	Martha Hill.
do.....	Detroit.....	Detroit Day-School for the Deaf.....	Elizabeth Van Adestine.
do.....	Flint.....	Michigan School for the Deaf.....	Francis D. Clarke, M.A., C.E.
do.....	Grand Rapids.	Grand Rapids Day-School for the Deaf.....	Margaret M. Sullivan.
do.....	Menominee....	Menominee Day-School for the Deaf.....	Olive Newlin.
do.....	Muskegon.....	Muskegon Day-School for the Deaf.....	Olga M. Gebhart.
do.....	North Detroit.	Evangelical Lutheran Institution for the Deaf...	Rev. H. A. Bentrup.
do.....	Saginaw.....	Saginaw Day-School for the Deaf.....	Clara E Kranzsch.
Minnesota.....	Faribault.....	Minnesota School for the Deaf.....	James N. Tate, M.A.
Mississippi....	Jackson.....	Mississippi Inst. for Ed. of Deaf and Dumb.....	J. R. Dobyns, M.A.
Missouri.....	Fulton.....	Missouri School for the Deaf and Dumb.....	Noble B. McKee, M.A.
do.....	St. Louis.....	Mariae Consilia School for the Deaf.....	Sister M. Adele.
do.....	do.....	St. Louis Day-School for the Deaf.....	James H Cloud, M.A.
do.....	S. St. Louis...	St. Joseph's Deaf-Mute Institute for Boys...	Rev. Mother Agatha.
Montana.....	Boulder.....	Montana Deaf and Dumb Asylum.....	Thos. S. McAloney.
Nebraska.....	Omaha.....	Nebraska Institute for the Deaf and Dumb.....	R. E. Stewart.
New Jersey....	Trenton.....	New Jersey School for Deaf-Mutes.....	J. P. Walker, M.A.
New Mexico..	Santa Fe.....	New Mexico School for the Deaf and the Blind	Lars M. Larson, B.A.
New York.....	Albany.....	Albany Home Sch. for Oral Instr. of the Deaf..	Mary McGuire.
do.....	Brooklyn.....	Branch of St. Joseph's Inst. for the Improved	
		Instruction of Deaf-Mutes.....	Mary C. Hendrick.
do.....	Buffalo.....	Le Couteulx St. Mary's Inst. for the Improved	
		Instruction of Deaf-Mutes.....	Sister Mary Anne Burke.
do.....	Fordham.....	Branch of St. Joseph's Inst. for the Improved	
		Instruction of Deaf-Mutes.....	Rosa A. Fagan.



TABLE I—CONTINUED.—SCHOOLS FOR THE DEAF IN THE UNITED STATES.

(Arranged alphabetically according to location.)

State or Territory.	Town.	Street or District.	Official Name of School.	Chief Executive Officer.
New York...	Malone.....	.....	Northern New York Institution for Deaf-Mutes	Edward C. Rider.
do.....	New York.....	904 Lexington Avenue.....	New York Inst. for Imp'd Inst'n of Deaf-Mutes	E. A. Gruver, B.A.
do.....	do.....	Washington Heights .....	New York Inst. for Instr. of Deaf and Dumb...	Enoch Henry Currier, M.A.
do.....	do.....	West 76th Street, No. 42.....	Wright-Humason School.....	{ T. A. Humason, M.A., Ph.D.
do.....	do.....	.....	.....	{ J. D. Wright, M.A. and
do.....	Rochester.....	North St. Paul St., No. 945....	Western New York Inst. for Deaf-Mutes.....	Z. F. Westervelt, LL.D.
do.....	Rome.....	.....	Central New York Inst. for Deaf-Mutes.....	Edward Beverly Nelson, M.A.
do.....	Westchester....	.....	Branch of St. Joseph's Inst. for the Improved Instruction of Deaf-Mutes.....	Ellen E. Cloak.
North Carolina	Morganton.....	.....	North Carolina School for the Deaf and Dumb...	E. McKay Goodwin, M.A.
do.....	Raleigh.....	.....	N. C. Inst. for the Deaf and Dumb and the Blind	John E. Ray, M.A.
North Dakota.	Devils Lake....	.....	Deaf and Dumb Asylum (of North Dakota).....	Dwight F. Bangs.
Ohio.....	Cincinnati.....	719 W. Sixth Street.....	Cincinnati Oral School for the Deaf.....	Virginia A. Osborn.
do.....	do.....	719 W. Sixth Street.....	Cincinnati Public School for the Deaf.....	Caroline Fesenbeck.
do.....	do.....	East Sixth Street .....	Notre Dame School for the Deaf.....	Sister Mary of the Sacred Heart.
do.....	Cleveland.....	Rockwell and Bond Streets.	Cleveland Day-School for the Deaf.....	Katharine E. Barry.
do.....	Columbus.....	.....	Ohio Inst. for the Education of Deaf and Dumb	J. W. Jones, M.A.
do.....	Dayton.....	Corner Brown and Hess Sts.	Dayton School for the Deaf.....	Nannie C. Kennedy.
do.....	Elyria.....	.....	Elyria School for the Deaf.....	Harrietta A. Maxted.
Oklahoma.....	Guthrie.....	.....	Oklahoma Institute for the Deaf and Dumb.....	H. C. Beamer.
Oregon.....	Salem.....	.....	Oregon School for Deaf-Mutes.....	Clayton Wentz, M.A.
Pennsylvania..	Edgewood P'k .....	.....	West. Penna. Inst. for the Instruction of the Deaf and Dumb.....	William N. Burt, M.A.
do.....	Philadelphia...	Belmont and Monument Aves	Home for the Training in Speech of Deaf Children before they are of School Age.....	Mary S. Garrett.
do.....	do.....	Mount Airy .....	Pennsylvania Institution for the Deaf and Dumb	A. L. E. Crouter, M.A., LL.D.
do.....	Scranton.....	.....	Pennsylvania Oral School for the Deaf.....	Mary B. C. Brown.
Rhode Island..	Providence....	520 Hope St.....	Rhode Island Institute for the Deaf.....	Laura De L. Richards.
South Carolina	Cedar Spring..	.....	S. Carolina Inst. for the Education of the Deaf and the Blind.....	Newton F. Walker.
South Dakota.	Sioux Falls....	.....	South Dakota School for Deaf-Mutes.....	James Simpson.
Tennessee.....	Knoxville.....	.....	Tennessee Deaf and Dumb School.....	Thomas L. Moses.
Texas.....	Austin.....	.....	Deaf, Dumb, and Blind Inst. for Colored Youth	S. J. Jenkins.
do.....	do.....	.....	Texas Deaf and Dumb Asylum.....	B. F. McNulty.

Utah.....	Ogden.....	Utah State School for the Deaf and Dumb.....	Frank M. Driggs.
Virginia.....	Staunton.....	Virginia School for the Deaf and the Blind.....	William A Bowles.
Washington...	Vancouver.....	Washington School for Defective Youth.....	James Watson.
West Virginia.	Romney.....	West Virginia Schools for Deaf and Blind.....	James T. Rucker.
Wisconsin.....	Appleton.....	Appleton School for the Deaf.....	Alice Robie.
do.....	Ashland.....	Ashland Day-School for the Deaf.....	Jessie H. Allen.
do.....	Black R's F'lls	Black River Falls School for the Deaf.....	Blanche E. Argyle.
do.....	Delavan.....	Wisconsin School for the Deaf.....	C. P. Cary.
do.....	Eau Claire.....	Eau Claire Day-School for the Deaf.....	Jennie C. Smith.
do.....	Fond du Lac..	Fond du Lac Day-School for the Deaf.....	Anna Sullivan.
do.....	Green Bay....	Green Bay Day-School for the Deaf.....	Eleanor F. Gamble.
do.....	La Crosse....	La Crosse Day-School for the Deaf.....	Lida J. Kline.
do.....	Marinette....	Marinette School for the Deaf.....	Etta M. Golden.
do.....	Milwaukee....	Milwaukee Public Day-School for the Deaf.....	Frances Wettstein.
do.....	Neillsville..	Neillsville Day-School for the Deaf.....	Elizabeth H. Irish, B.A.
do.....	Oshkosh.....	Oshkosh School for the Deaf.....	Katharine Grimes.
do.....	Racine.....	Racine Day-School for the Deaf.....	Katharine Keating.
do.....	Rhineland..	Rhineland Day-School for the Deaf.....	Gussie H. Greener.
do.....	St. Francis..	St. John's Catholic Deaf-Mute Institute.....	Rev. M. M. Gerend.
do.....	Sheboygan..	Sheboygan Day-School for the Deaf.....	H. Ray Kribs.
do.....	Sparta.....	Sparta Day-School for the Deaf.....	Huldah Rudolph.
do.....	Stevens Point.	Stevens Point Day-School for the Deaf.....	Gertrude Van Adestine.
do.....	Wausau.....	Wausau Day-School for the Deaf.....	Margaret Hurley.
do.....	West Superior.	Superior Day-School for the Deaf.....	Delia C. Page.

TABLE II.—SCHOOLS FOR THE DEAF IN CANADA.  
(Arranged alphabetically according to location.)

Province or Territory.	Town.	Street or District.	Official Name of school.	Chief Executive Officer.
Manitoba.....	Winnipeg.....	.....	Manitoba Deaf and Dumb Institution.....	D. W. McDermid.
New Brunsw'k	Fredericton...	.....	Fredericton Inst. for Ed. of Deaf and Dumb....	Albert F. Woodbridge.
Nova Scotia...	Halifax.....	.....	Halifax Institution for the Deaf and Dumb.....	James Fearon.
Ontario.....	Belleville....	.....	Ontario Institution for the Deaf and Dumb.....	Robert Mathison, M.A.
Québec.....	Montreal.....	Berri Street, No. 546.....	Catholic Female Deaf and Dumb Institution....	Rev. Sister Philip of Jesus.
do.....	do.....	Mile End .....	Catholic Male Deaf-Mute Inst. for the Province of Quebec.....	
do.....	do.....	Notre Dame de Grace Street.	Mackay Inst. for Prot. Deaf-Mutes and Blind..	Rev. M. Cadieux, C. S. V. Mrs. H. E. Ashcroft.



TABLE III.—SPEECH-TEACHING IN AMERICAN SCHOOLS FOR THE DEAF, April 25, 1902.

Schools for the Deaf in		Number of Pupils
THE UNITED STATES		taught by Sign SPEECH-RE
arranged alphabetically according to location.		
Ala.	Tallaulega School (2)	
Ark.	Little Rock School (3)	
Cal.	Berkeley School	
"	Los Angeles School	
"	Oakland, 11th and Jefferson School	
"	" Telegraph Ave. School (4)	
"	San Francisco School	
Col.	Colorado Springs School (5)	
Conn.	Hartford School (6)	
"	Mystic School (7)	
D. C.	Washington College and School (8)	
Fla.	St. Augustine School (9)	
Ga.	Cave Spring School & Wabasha St.	
Ill.	Chicago, Ashland & W. 13rd St.	
"	" Ashland & Wrightw'd (10)	
"	" Edgewood Ave. School	
"	" Evergreen Ave. School (11)	
"	" Gross Ave. School	
"	" Harrison St. School (12)	
"	" Ingleside Ave. School	
"	" Morgan St. School (13)	
"	" Sedgewick St. School	
"	" Seventeenth St. School	
"	" South Main St. School (14)	



TABLE III.—SPEECH-TEACHING IN AMERICAN SCHOOLS FOR THE DEAF, April 26, 1903.

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Schools for the Deaf  
in

THE UNITED STATES

arranged alphabetically accord

location.

Ala.	Talladega School (2).....
Ark.	Little Rock School (3).....
Cal.	Berkeley School .....
"	Los Angeles School .....
"	Oakland, 11th and Jefferson
"	" Telegraph Ave. Sc
"	San Francisco School .....
Col.	Colorado Springs School (5
Conn.	Hartford School (6).....
"	Myatie School (7).....
D. C.	Washington College and Sc
Fla.	St. Augustine School .....
Ga.	Cave Spring School (9).....
Ill.	Chicago, Ashland & Waba
"	" Ashland & W. 13rd
"	" Ashland & Wrightw
"	" Edgewood Ave. Sch
"	" Evergreen Ave. Sch
"	" Gross Ave. School..
"	" Harrison St. School
"	" Ingleside Ave. Sch
"	" Morgan St. School
"	" Sedgewick St. Scho
"	" Seventeenth St. Scho
"	" .....



TABLE IV.—SPEECH-TEACHING IN AMERICAN SCHOOLS FOR THE DEAF, APRIL 25, 1902.  
GENERAL SUMMARY.

Number of pupils.	
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\*Statistics compiled from the Annals for January, 1902.

TABLE V.—SUPPLEMENTARY INVESTIGATION concerning pupils returned under Queries 2, 3, and 4.  
UNITED STATES.—April 25, 1902.

Schools for the Deaf in the  THE UNITED STATES.  April 25, 1902.	Taught by SPEECH without Spelling or Sign- language		Taught by  SPEECH and SPELLING without Sign-language.					Taught by  SPEECH, SPELLING and SIGN-LANGUAGE.				
	Query 2		Query 3					Query 4				
	S in Schoolr'm S outside	Total	S in Schoolr'm SS outside	S in Schoolr'm SS outside	SS in Schoolr'm SS outside	Details not stated		Total	S in Schoolr'm SS outside	SS in Schoolr'm SS outside	SSS in Schoolr'm SSS outside	Details not stated
Number of pupils returned.....	2506	1323	4	1228	91			2412	890	584	318	620
Percentage on 11069 pupils in 124 schools	22.6%	12.0%	0.04%	11.1%	0.8%			21.8%	8.0%	5.3%	2.9%	5.6%

Symbols employed in above Table :  
**S** SPEECH without spelling or sign-language.  
**SS** SPEECH and SPELLING without sign-language.  
**SSS** SPEECH, SPELLING and SIGN-LANGUAGE.

TABLE VI.—SPEECH-TEACHING IN CANADIAN SCHOOLS FOR THE DEAF, April 25, 1902.  
GENERAL SUMMARY.

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(62) to (65), see Notes, p. 210.

TABLE VII.—SUPPLEMENTARY INVESTIGATION concerning pupils returned under Queries 2, 3, and 4.  
CANADA, April 25, 1902.

Schools for the Deaf in Canada  April 25, 1902.	Taught by SPEECH without Spelling or Sign- language		Taught by SPEECH and SPELLING without Sign-language.				Taught by SPEECH, SPELLING and SIGN-LANGUAGE.				
	Query 2		Query 3				Query 4				
	S in Schoolr'm S outside	Total	S in Schoolr'm S outside	S in Schoolr'm SS outside	SS in Schoolr'm SS outside	Details not stated	Total	S in Schoolr'm SSS outside	SS in Schoolr'm SSS outside	SSS in Schoolr'm SSS outside	Details not stated
Number of pupils in 7 schools.....	180	75	55	10	10	10	122	15	—	5	102
Percentage " " ".....	22.6%	9.4%	6.9%	1.3%	1.3%	1.3%	15.3%	1.9%	—	0.6%	12.8%

Symbols employed in above Table:

- S SPEECH without spelling or sign-language.
- SS SPEECH and SPELLING without sign-language.
- SSS SPEECH, SPELLING, and SIGN-LANGUAGE.





TABLE VII.—SUPPLEMENTARY INVESTIGATION concerning pupils returned under Queries 2, 3, and 4.  
CANADA, April 25, 1902.

Schools for the Deaf in Canada	Taught by SPEECH without Spelling or Sign- language	Taught by SPEECH and SPELLING without Sign-language.				Taught by SPEECH, SPELLING and SIGN-LANGUAGE.				
		Query 3				Query 4				
		Query 2		S		S		SS		Details not stated
		S	in Schoolr'm outside	S	in Schoolr'm SS outside	S	in Schoolr'm SS outside	S	in Schoolr'm SSS outside	
Number of pupils in 7 schools.....		180		75	55	10	15	—	5	102
Percentage " " ".....		22.6%		9.4%	6.9%	1.3%	1.9%	—	0.6%	12.8%

Symbols employed in above Table:

S SPEECH without spelling or sign-language.

SS SPEECH and SPELLING without sign-language.

SSS SPEECH, SPELLING, and SIGN-LANGUAGE.

NOTES.

- (1) The above statistics have been received in reply to the following Queries and Supplementary Questions:
- Query 1. Total number of pupils in this school April 25, 1902 ?
  - Query 2. Number taught by speech and speech-reading, without being taught at all by the sign-language and manual alphabet ?
  - Query 3. Number taught by speech and speech-reading, together with a manual alphabet, without being taught at all by the sign-language ?
  - Query 4. Number taught by speech and speech-reading, and also taught by the sign-language and manual alphabet ?
  - Query 5. Number taught speech and speech-reading but speech not used as a means of instruction,

REMARKS.

1. We have in contemplation a change in the nature of the questions asked by the REVIEW, based upon the means of communication employed in the school-room and outside, but it has not been thought advisable to make any change this year because of the difficulty of comparing the new statistics with those collected during previous years. We would ask you, however, to answer as fully as practicable the Supplementary Questions given below, as the replies will enable us to judge whether or not it would be wise to make the contemplated change in the future. In this connection we should be glad to have your views relating to the best form of questions to bring out the character and extent of speech-teaching in American schools for the deaf.
2. Query 2 is intended to elicit the number of pupils who are taught wholly by the oral method, without receiving instruction through the medium of the sign-language or manual alphabet, either in the school-room or outside, in chapel, work-shop, etc.
3. Query 3 is intended to elicit the number of pupils who are taught in part by oral methods, and in part by means of a manual alphabet, but who receive no instruction whatever through the medium of the sign-language. In this connection we should like to know whether the manual alphabet is used in the school-room in conjunction with speech and speech-reading; or whether its use is limited to outside of the school-room. If you return pupils under the head of Query 3, please fill in the following supplemental details:
  - Manual alphabet excluded from the school-room, but used outside in chapel exercises, work-shop instruction, etc., in .....cases.
  - Manual alphabet used both in the school-room and outside in .....cases.
4. Query 4 is intended to elicit the number who are taught in part by oral methods, and in part by sign-language methods. In these cases we should like to know whether the sign-language is used in the school-room in conjunction with speech and speech-reading; or whether its use is limited to outside of the school-room. If you return pupils under the head of Query 4, please fill in the following supplemental details relating to them:
  - Sign-language excluded from the school-room, but used outside in chapel exercises, work-shop instruction, etc., in .....cases.
  - Sign-language used both in the school-room and outside in .....cases.

5. Query 5 is intended to elicit the number of pupils who receive instruction in articulation without speech being used as a *means* of instruction—the number taught speech and speech-reading, but not taught *by* speech and speech-reading. The pupils we wish to record under this head are not taught by the oral method at all, but receive instruction in the use of their vocal organs for a limited period each day, or at least occasionally—their general education being carried on by silent methods of instruction.

(2) Talladega School (Ala.): Statistics of June, 1901.

(3) Little Rock School (Ark.): Queries 1, 175 white, 27 black; 2, 41; 3, none; 4, none; 5, 8.

(4) Telegraph Ave. School (Oakland, Cal.): Supplementary Questions—Queries 3, manual alphabet used in the school-room and outside in 4 cases; 4, sign-language used in the school-room and outside in 2 cases.

(5) Colorado Springs School (Colo.): Supplementary Questions—Query 4, sign-language excluded from the school-room but used outside in 58 cases.

(6) Hartford School (Conn.): Query 1, 172; remaining Queries, blank. Dr. Williams writes: "Your first question is the only one I can answer with any sort of satisfaction. So much depends upon what you mean by the sign-language. Do you mean now and then the use of a sign? or do you mean the occasional use of a sign phrase? or even an occasional use of a sentence? or do you mean the constant use of the sign-language? What one might call the sign-language, another might term natural gestures. You can make no accurate comparison by the answers you will get to any such set of questions because those answering them look at things so differently. What one calls using the sign-language another does not.

"Two of our classes have as nearly pure oral work as you will find anywhere. Several other classes have as much, and others use very few signs, but depend upon speech, spelling and writing. The rest of the school use chiefly writing and spelling, but use somewhat more freely the sign-language.

"Our chapel exercises are sometimes conducted almost entirely by spelling, and sometimes very largely by the sign-language."

(7) Mystic School (Conn.): Miss Damon says: "We have two children here this year who are not deaf, but when they came had absolutely unintelligible speech. They are taught in the same classes with the deaf children and by the same methods, but of course get their chief development through their ears. One of them will be discharged in June; the other retained another year at least."

(8) Washington School (D. C.): No statistics furnished.

(9) Cave Spring School (Ga.): Statistics of June, 1901.

(10) Ashland and Wrightwood Aves. School (Chicago, Ill.) Supplementary Questions—Query 4, sign-language used both in the school-room and outside in 7 cases.

(11) Evergreen Ave. School (Chicago, Ill.): One pupil in the school suffers from partial paralysis and is not being taught speech. Supplementary Questions—Query 4, sign-language used both in the school-room and outside in 13 cases.

(12) Harrison St. School (Chicago, Ill.): One pupil in this school has paralysis of the lower jaw and is not being taught speech. Supple-

mentary Questions—Query 4, sign-language used both in the school-room and outside in 14 cases.

(13) Morgan St. School (Chicago, Ill.): Supplementary Questions—Query 4, sign-language used both in the school-room and outside in 7 cases.

[Miss Mary McCowen, the Supervising Principal of the Chicago Schools, reports the total number of the pupils in the schools under her charge: Queries 1, 178; 2, 135; 3, 0; 4, 41; 5, 0. She further says: "Your question called for the number of children belonging in the school on a certain date which in our school necessarily omitted all pupils absent from sickness. As these numbered twelve, our total number should really read 190. Since April 25 the Wicker Park (Evergreen Ave. and Robey St.) School has been moved to the Schley School at North Oakley Ave. near Potomac Ave."]

(14) South May St. School (Chicago, Ill.): Supplementary Questions—Query 3, manual alphabet used both in the school-room and outside in 49 cases. Miss Cosgrove writes: "This is a Combined school in which speech and speech-reading together with the manual alphabet and writing are used. The sign-language is not allowed in any of the classes."

(15) Jacksonville School (Ill.): Supplementary Questions—Query 4, sign-language excluded from the school-room, but used outside in 361 cases. Of these pupils Dr. Gordon says: "361 *orally* taught. In general, finger spelling is not used with these pupils but cases and occasions arise in which finger spelling is restored to." The 160 pupils taught speech and speech-reading but speech not used as a means of instruction are "in manual alphabet classes."

(16) Rockford School (Ill.): Miss Kinnaird says: "I have enrolled six pupils. Two are from the other schools and only come for forty-five minute lessons daily in speech-reading. The others stay all day and are taught entirely by the oral method."

(17) Evansville School (Ind.): Supplementary Questions—Query 4, sign-language used both in the school-room and outside in 15 cases.

(18) Indianapolis School (Ind.): Supplementary Questions—Query 4, sign-language excluded from the school-room, but used outside in 75 cases; sign-language used both in the school-room and outside in 57 cases.

(19) Council Bluffs School (Iowa): Supplementary Questions—Query 3, manual alphabet used both in the school-room and outside in 104 cases.

(20) Olathe School (Kan.): Queries 1, 240; 2, 0\*; 3, 0\*; 4, 50; 5, 33. Mr. Hammond adds this explanatory foot-note: "\*According to your desire for strict construction. All our pupils attend chapel and get ideas from signs there."

(21) Danville School (Ky.): Supplementary Questions—Query 4, sign-language excluded from the school-room but used outside in 96 cases; sign-language used both in the school-room and outside in 26 cases.

Mr. Rogers says: "Would suggest January instead of April as the month to gather statistics from schools for the deaf. In the southern states nearly 10 per cent. of the pupils go home to work.

"Would prefer this form in getting statistics as to speech teaching and its use in our schools:

"1. Total number of pupils,—

"2. Number taught by speech and speech-reading and who use speech only as a means of communication out of school,——

"3. Number taught speech and speech-reading and who use speech and the manual alphabet as a means of communication out of school,——

"4. Number taught by speech and speech-reading and who use speech, the manual alphabet and signs as a means of communication out of school,——

"5. Number taught speech and speech-reading, but speech not used as a means of instruction, pupils using sign-language and manual alphabet altogether out of school as a means of communication."

(22) Baton Rouge School (La.): Supplementary Questions—Query 4, sign-language excluded from the school-room, but used outside in 60 cases.

(23) Chinchuba School (La.): Statistics of June, 1901.

(24) Portland School (Me.): Miss Taylor reports 92 pupils in school, and 86 pupils "taught by speech and speech-reading and also taught by signs and manual alphabet." She adds the following suggestion: "How many teachers in your school can interpret or deliver a lecture in the sign-language? No one is capable of teaching what he does not understand himself."

(25) McCulloh St. School (Baltimore, Md.): Statistics of June, 1901.

(26) Saratoga St. School (Baltimore, Md.): Supplementary Questions—Query 4, sign-language excluded from the school-room, but used outside in 18 cases. In 24 cases the sign-language is used "to a limited degree. Most of the time the manual alphabet is employed."

(27) Frederick School (Md.): Queries 1, 100; 2, 33; 3, 0; 4, 23—sign-language used to some extent with all these cases; 5, 9.

(28) Beverly School (Mass.): Supplementary Questions—Query 4, sign-language used both in the school-room and outside in 1 case.

(29) North Detroit School (Mich.): Supplementary Questions—Query 3, manual alphabet used both in the school-room and outside in 12 cases; Query 4, sign-language used both in the school-room and outside in 13 cases. Mr. Bentrup says: "Our school being in the period of transition from German to English, it is necessary to make use of the sign-language more extensively than we might desire in the class-rooms. Three pupils are being instructed by manual alphabet and signs only, preparatory to confirmation. 'Tis my humble opinion that questions 3 and 4, being divided into *a* and *b*, as given in supplement, would make all clear."

(30) Faribault School (Minn.): Supplementary Questions—Query 4, sign-language excluded from the school-room but used outside in 63 cases. Mr. Tate adds: "Signs are supposed to be excluded from school-room. This is largely true in entire school."

(31) Cass Ave. School (St. Louis, Mo.): Supplementary Questions—Query 4, sign-language used both in the school-room and outside in 12 cases. "In all general assemblies of pupils the sign-language is used by the lecturer."

(32) South St. Louis School (Mo.): Supplementary Questions—Query 4, sign-language used both in the school-room and outside in 12 cases.

(33) Boulder School (Mont.): Supplementary Questions—Query 4, sign-language used both in the school-room and outside in 14 cases.

(34) Omaha School (Neb.): Supplementary Questions: Mr. Stewart writes, "All classes taught alike by signs in chapel and shops."

(35) Trenton School (N. J.): Supplementary Questions—Query 3, manual alphabet used both in the school-room and outside in 61 cases; Query 4, sign-language used both in the school-room and outside in 21 cases. Mr. Walker writes: "I would say that I use an hundred square feet of writing in chapel, but supplement with some gesture and speech."

(36) Santa Fe School (N. M.): Mr. Larson writes that the school has not been in session during the school year.

(37) Brooklyn School (N. Y.): Supplementary Questions—Query 3, manual alphabet used both in the school-room and outside in 69 cases. "The sign-language is used as a medium of communication but the pupils are not *taught* by signs."

(38) Buffalo School (N. Y.): Supplementary Questions—Query 3, manual alphabet used both in the school-room and outside in 135 cases.

(39) Fordham School (N. Y.): Supplementary Questions—Query 3, manual alphabet used both in the school-room and outside in 109 cases. "We make no restrictions as to signs during recreation hours."

(40) Malone School (N. Y.): Supplementary Questions—Query 3, manual alphabet excluded from the school-room, but used outside in 4 cases; manual alphabet used both in the school-room and outside in 77 cases.

(41) Washington Heights School (New York, N. Y.): Supplementary Questions—Query 3, manual alphabet used both in the school-room and outside in 417 cases. Mr. Currier says: "I think Query 3 is the nearest to the truth. We have oral classes wherein speech is the medium—but in case of an error which was not readily corrected by lip-reading, the manual alphabet would be used to complete. I have therefore included all in a single class."

(42) Rochester School (N. Y.): Supplementary Questions—Query 3, manual alphabet excluded from school-room, but used outside in chapel exercises, workshop instruction, etc., "in a good many cases in articulation class-room—but no particular importance is attached to it"; manual alphabet used both in the school-room and outside in "all cases except the speech reading and speech training class exercises."

(43) Rome School (N. Y.): Queries 1, 124; 2, 0; 3, 0; 4, 51; 5, 51. To an inquiry if the two classes each of 51 pupils, were one and the same group, Mr. Nelson replies: "I would state that there are fifty-one pupils taught Articulation in our school, and that they are one and the same group, i. e., the fifty-one pupils taught speech and taught by the sign-language and manual alphabet, and the fifty-one pupils taught speech, but speech not used as a means of instruction, are one and the same group."

(44) West Chester School (N. Y.): Queries 1, 205 boys; 2, 0; 3, 205; 4, 0; 5, 0. The following statement accompanies the reply:

"Replying to your Supplementary Questions I beg to state that signs are used in chapel on Sunday mornings in interpreting the brief address generally made by the attending clergyman, the interpreter being one of the teachers. Signs are also used in the shops and as a means of communication among the pupils themselves in their hours of recreation. In class exercises speech and the manual alphabet are used.

"In the light furnished by your Supplementary Questions it would seem that I should have answered Query 4 instead of 3, as the instructions given in the chapel and at Sunday school, and the directions of the various industrial teachers certainly constitute a not unimportant part

of a boy's education as a whole, even though they are not employed at all in literary work."

(45) Morganton School (N. C.): Supplementary Questions—Query 4, sign language excluded from the school-room, but used outside in all industrial cases. Mr. Goodwin says: "Oral pupils attend chapel where signs are used."

(46) Devils Lake School (N. D.): Supplementary Questions—Query 4, sign-language used both in the school-room and outside in 11 cases, limited to use in explaining where oral work fails.

(47) West Sixth St. Oral School (Cincinnati, O.): Miss Osborn says: "All our teaching is by speech or writing. Pupils are allowed to communicate in any way they can on the play grounds. Few conventional signs are known by them and we never have occasion to refer to their use or non-use any more than teachers in the hearing public schools. The supplemental questions presented are well adapted to their purpose."

(48) East Sixth St. School (Cincinnati, O.): Supplemental Questions—Query 3, manual alphabet used both in the school-room and outside in conjunction with speech in 13 cases.

(49) Cleveland School (O.): Queries 1, 59; 2, 52; 3, 0; 4, 0; 5, 2; 6, number taught by writing, 5.

(50) Columbus School (O.): Supplementary Questions—Query 4, sign-language excluded from the school-room, but used outside in 235 cases. Mr. Jones writes:

"Please find enclosed your blank filled as best I can. The answer to Query 4 is as near right as we can make it and answer any of your questions, yet it will leave a wrong impression on those who will not look for the answer to your Supplementary Question. The answer to the Supplementary Question is not the exact truth as signs are occasionally used by our teachers. I enclose you a supplementary report which I think enables us to place our Institution in a true light before the public."

The supplementary report is as follows:

"1. Total number of pupils in school April 25th, 1902, 530.

"2. Number who use the manual alphabet and sign-language in conversation out of school and have chapel instruction in them, 530.

"3. Number whose conversation out of school with hearing people is in speech, 200.

"4. Number whose conversation out of school is in finger spelling, .....

"5. Number who are taught in school-room by both finger spelling and sign-language as basis of instruction, 280.

"6. Number who are taught speech and by speech in oral schools, 250.

"7. Number who are taught in school-room by finger spelling as the basis of instruction, see No. 5.

"8. Number taught in school-room by finger spelling and sign-language and who take special lessons in articulation, 15.

"9. Number whose chapel and other congregational instruction is in speech, .....

"10. Number whose chapel and other congregational instruction is in finger spelling, .....

"You will observe that I have omitted such expressions as "without being taught at all by," "exclusively," etc. These limitations make it impossible for a large number of the schools to answer your questions truthfully. For instance, the oral schools in this Institution are as pure



oral as I have seen in any of the twenty-three schools I have visited in the United States, yet there are times when natural and conventional signs are resorted to by both teachers and pupils. At the same time I feel sure that such signs are in no way detrimental to the development of speech and lip reading. Teachers are very much alike—all being human—and it is hardly probable that in one section of the state the oral teachers are more careful or better regulated than in another portion. For this reason, I think we should be satisfied with the terms "oral schools" and "manual schools." Surely we will offer less temptation for unconscious misrepresentation. Your request for suggestions is my apology for offering this supplementary list with note."

(51) Guthrie School (Okla.): Miss L. K. Thompson writes: "I regret to say that there has been no oral work done in our school this year and for this reason. The school has been crowded. No provision was made for another room and another teacher as I hoped there would be, so I have had to take into my class the overflow from the other two, and oral work has been entirely crowded out. When I came here it was with the understanding that I was to do oral work. I had material for an oral class and would have continued the work if I could have commanded the means to do so. I hope this condition will not continue long."

(52) Salem School (Ore.): Supplementary Questions—Query 3, manual alphabet used both in the school-room and outside in 6 cases. Mr. Wentz says: "Sign-language used only for the Sunday religious exercises; but the younger oral pupils do not attend these services, but have their own instead."

(53) Cedar Spring School (S. C.): Queries 1, 122; 2, 32\*; 3, 0; 4, 8; 5, 0. Mr. Walker adds the foot-note: "\*N. B.—We use signs with all of our pupils in chapel and work shops and they are allowed to use signs when out of school-room."

(54) Sioux Falls School (S. Dak.): Supplementary Questions—Query 4, sign-language used both in school-room and outside in 2 cases; "sign language not excluded anywhere in this school; the greater use of manual alphabet encouraged everywhere."

(55) Knoxville School (Tenn.): Mr. Moses says: "All of our pupils receive instruction through manual alphabet and signs in chapel, shops, etc. Forty (40) of them we call oral pupils, though an occasional sign or finger-spelled word is used with them in the school-room in an emergency. This is not encouraged. It is not forbidden. Fifty (50) pupils have oral instruction, oral drill, oral gymnastics, or whatever you may choose to call it. I mean lessons at stated times from oral teachers that they may learn speech and lip-reading. With twenty-three (23) pupils the teacher tries to use nothing but writing and the manual alphabet."

(56) Austin School (for whites) (Tex.): Supplementary Questions—Query 4, sign-language excluded from the school-room, but used outside, in practically all cases; sign-language used both in the school-room and outside, in very few if any cases.

(57) Ogden School (Ut.): Supplementary Questions—Query 4, sign-language used both in the school-room and outside in 28 cases. Mr. Driggs says: "We are so few in numbers that it is very difficult to have things as we hope to some day."

"In all we have 62 deaf pupils.

"9 of these do not receive any instruction in speech.

"25 of them are taught speech, or articulation and lip-reading, and are taught their regular lessons by manual methods.

"The others, 28, are taught one or more subjects by speech and speech-reading, and go into manual classes for some of their instruction. All chapel exercises are conducted in the sign-language and manual alphabet, which all pupils attend."

(58) Delavan School (Wis.): Queries 1, 200; 2, 120; 3, 0; 4, 0; 5, 0. Mr. Cary says: "In our senior class the instruction while oral, is supplemented by finger spelling and signs."

(59) Rhinelander School (Wis.): Supplementary Questions—Query 4, sign-language used in the school-room in 1 case. Miss Greener says: "The school here is a day school, so no outside instruction is required."

(60) St. Francis School (Wis.): "The sign-language and manual alphabet are used both in school-room and outside."

(61) Stevens Point School (Wis.): Statistics of June, 1901.

(62) Winnipeg School (Manitoba): Supplementary Questions—Query 4, sign-language excluded from school-room but used outside in 15 cases. Mr. McDermid says: "Your questions may not be answered correctly so will make this explanation: We have one oral class in which no signs or manual alphabet are used and all instruction is given by oral methods. Outside the class, in work shop, chapel, play, etc., signs and manual alphabet are used."

(63) Halifax School (N. S.): Queries 1, 101; 2, 55; 3, 10; 4, 0; 5, 0; 6, number taught by writing and the manual alphabet without being taught at all by the sign-language, 36. Mr. Fearon writes: "My answers to the queries you send me will not give a correct description of our school. In our advanced class we have nine pupils two of whom do not articulate. For the sake of these two the teacher is compelled to use the manual alphabet a good deal. In the other oral classes containing in all 56 pupils only speech and writing are employed. The remaining 36 pupils are taught manually without the use of signs at all. In the assembly hall or chapel only the manual alphabet is used as far as the teacher is concerned, but the pupils who articulate reply to questions orally. In the workshops writing, the manual alphabet and speech are used but it would be impossible for me to say in what proportion. The sign-language is not recognized at all, but of course the pupils too frequently use it on the playground."

"It would be interesting to know to what extent the pupils in the different schools communicate with one another orally out of school hours. Is the communication as full as it would be by the manual alphabet?"

(64) Berri St. School (Montreal, P. Q.): Supplementary Questions—Query 4, sign-language used both in the school-room and outside in chapel exercises, work-shop instruction, recreation room, and on various occasions, in 5 cases.

(65) Mile End School (Montreal, P. Q.): Father Cadieux writes: "We have but two groups of pupils: first, those taught wholly by the oral method, without receiving instruction through the medium of the sign-language or manual alphabet, either in the school-room or outside, in chapel, work-shop, etc.; second, those taught by the sign-language and manual alphabet both in the school-room and outside; but, in the school-room, the sign-language is tolerated only when teaching religion. In all other cases, in the school-room, the manual alphabet, actions and writing are the only means through which our pupils receive instruction: it is what we call, the action-teaching."

**Graded Stories** Specimen pages of the "First Book of Stories for Little Folks" have been

The book is the fruits of the labor of a committee appointed last summer at the Buffalo meeting of the American Association of American Instructors, and it is to be in delivery about June 1. The pages before us show excellent excellence in every feature of the work—in style, paper, arrangement, illustrations, and finally, subject matter. The illustrations are especially fitting and attractive, and they serve their purpose well of making clear the meaning of the stories for the children for whose entertainment and instruction the book has been prepared. The Committee is to be congratulated for the promptness that it has displayed in the completion of its work. Other volumes of more advanced grades we understand, to be brought out, making finally a complete series of story readers. This volume of nearly 200 pages can be procured of the publishers, Geo. N. Morang & Co., Toronto, Canada. Price 25 cents.

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Teachers wishing positions and Superintendents of schools may avail themselves of the office of the General Secretary of the American Association to Promote the Teaching of Speech to the Deaf so far as it may be of service to the Association. The General Secretary aims to keep a list of teachers and superintendents, belonging to the above classes, for use of any person who may apply for them. Teachers filing their names and addresses with the General Secretary, should state the nature and character of their experience, and give such other information as would be helpful to a Superintendent in making appointments.

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**WANTED:** By a New York City school, an experienced and successful teacher of the deaf in the intermediate grades. Address W., care of Editor of ASSOCIATION REVIEW.

**WANTED:** By a young lady carefully trained in the Oral Method, a position as oral teacher in a school for the deaf. Address R., care of the ASSOCIATION REVIEW.

# THE ASSOCIATION REVIEW

PUBLISHED BY THE AMERICAN ASSOCIATION TO PROMOTE  
THE TEACHING OF SPEECH TO THE DEAF

F. W. BOOTH . . . . . EDITOR  
S. G. DAVIDSON, ASSISTANT EDITOR

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SEE PAGE 396.

REV. DR. THOMAS GALLAUDET.

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OCTOBER, 1902.

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## CONSTRUCTION AND ACTIVITY OF THE BRAIN, WITH SPECIAL REGARD TO SPEAK- ING AND SPEECH.

H. HOFFMANN, RATIBOR, GERMANY.

Plato's saying, "The gods have given to the brain, because it is the divine and governing element in our being, in accordance with the model of the universe, the form of the globe, this being the most perfect of all forms," proves that even the ancients sought to find the connection between the construction and the activity of the brain. The brain was supposed to be the seat of the soul, but up to the present day the question as to the substance of the soul has not been settled; for there are as many different views regarding the soul as there are different philosophical systems. To give our own views concerning the soul does not come within the scope of this article. Here we intend to deal more with the contents of the soul, and the manner in which this contents is formed, in as far as it can be explained from our knowledge of the construction of the brain. We must first cast a brief glance at *the construction of the brain*, the workshop of the mind. The brain is an organ consisting of several differently shaped portions whose component parts more or less resemble each other. Connection with the spinal cord is made by prolongation of the same [Fig. 1, M], which in its construction resembles the spinal cord. Enclosed in this prolongation of the spinal cord there is a canal which widens toward the top and forms the fourth cavity of the brain, over



which the little brain [Fig. 1, Cb], extends in the shape of an arch. From each half of the little brain cross fibres start, which first run underneath the same, meet in the center and form the so-called "Pons Varolii" [Fig. 1, VI]. Underneath this bridge is found the continuation of the prolonged spinal cord, and even

Figure 1.

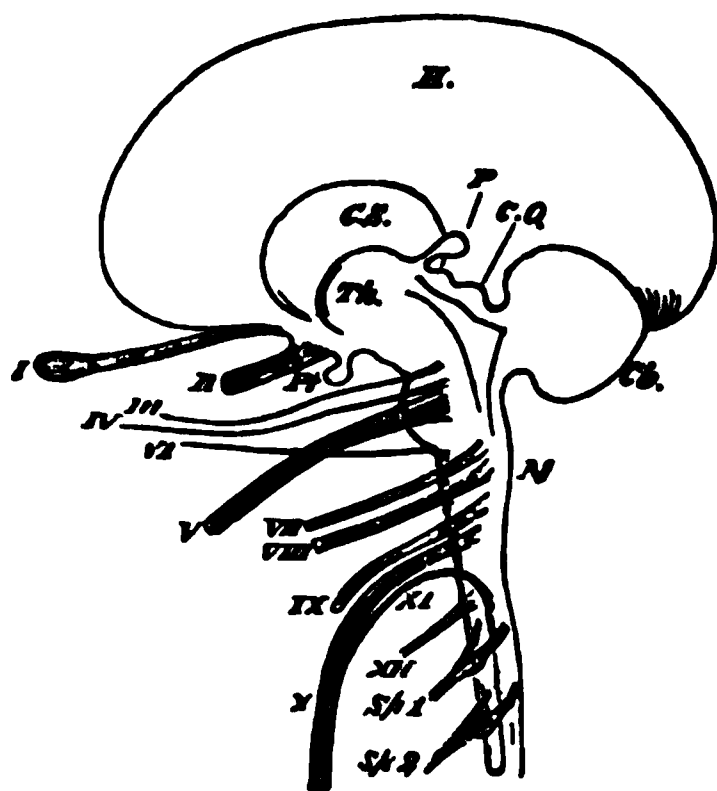
Region of  
smell.  
3d forehead  
convolution.  
Region of  
touch.  
  
Region of  
hearing.  
  
Region of  
sight.

*Fig. 1*, the lower surface of the brain; *A* the lobe of the forehead; *B* the lobe of the temple; *Cc* the corpus callosum; *Cb* the little brain; *M* the medulla elongata; *P* the appendix of the brain; *I* the olfactory nerve; *II* the optic nerve; *III*, *IV*, *VI* the nerves of the muscles of the eye; *V* the trigeminus; *VII* the facialis; *VIII* the nerve of hearing; *IX* the tongue and throat nerve; *X* the lung and stomach nerve; *XI* the accessorius; *XII* the tongue nerve. No. *VI* is placed on the Pons Varolii.

before reaching the "bridge," the lengthwise fibres of the spinal cord divide into two bundles running in different directions [Fig. 1.] The parts of the brain consist of cellular or fibrous substance, the former having a gray and the latter a white color. The spinal cord as well as its prolongation also consist of gray

nerve substance enclosed in white substance; only, in the brain itself this substance is more plentiful than in the spinal cord. The above-mentioned bridge and the lobes of the brain are accumulations of gray nerve substance. But there are more of these accumulations. Thus we see above the lobes four hemispherical raised points [Fig. 2, C. Q.]; we further mention the optic nerve (hill of sight), the "corpus callosum," and the surfaces of the hemispheres surrounding the hind brain (little brain). Continuing to indicate and determine the different

Figure 2.



*H* the hemispheres of the large brain; *C.C.* the corpus callosum; *Th.* optic nerve (hill of sight); *P.* the pineal gland; *Pt.* the appendix of the brain; *C.Q.* the pituitary body (?) (four hills); *C.b.* the little brain or cerebellum; *M.* the medulla elongata; *I-XII* the twelve pairs of brain-nerves; *Sp 1*, *Sp 2*, the two upper spinal cord nerves.

parts of the brain, we notice that in the four hemispherical points (the four hills, the pituitary body ?) and the lobes of the brain, the entrance to the third cavity of the brain, the midbrain is found. It is narrow, and is surrounded by the optic nerve (hill of sight) [Fig. 2, *Th.*], which may be considered as the final portion of the lobe. The third cavity is covered by a fine membrane which is connected with the pineal gland [Fig. 2, *F.*], whilst its bottom extends into the "*Hirn-anhang*" (appendix) [Fig. 2. *Pt.*] In each of the hemispheres of the brain there is

likewise a cavity, the lateral brain cavity, an entrance to which is found on both sides of the midbrain cavity, and the bottom of which is formed by the "corpus callosum" (*streifenhugel*). As the last mentioned, and the optic nerve (hill of sight), are connected with each other by nerve fibres, there is an uninterrupted road from the prolonged spinal cord (*medulla elongata*) to the *corpus callosum*. The two brain-hemispheres cover all the portions of the brain enumerated so far. On the surface they show convolutions, known by different names, separated by deep furrows or fissures. One of these runs from the back and the top to the front and bottom and is called the fissure of Silvius. It is important as forming a starting point for the division of the hemispheres of the brain into five lobes to each hemisphere. For in front of it is the lobe of the forehead, underneath it the lobe of the temple, above it the lobe of the crown of the head, with its continuation towards the back, the lobe of the back part of the head, whilst the fifth lobe, also called "Reil's Island," only becomes visible when the bands of the fissure of Silvius are drawn asunder. We will now mention some of the principal convolutions referred to above. In the lobe of the forehead [Fig. 1, A] we find the lower, middle, and upper convolution of the forehead; in the lobe of the temple, the lower, middle, and upper convolution of the temple, in the lobe of the back part of the head, the convolution of the back of the head. Both hemispheres of the brain are separated by a deep furrow, and connected below by transverse fibres [Fig. 1, CC].

As has already been stated, the entire mass of the brain consists of cells (the white substance consists of fibres running through the interior, connecting the accumulations of gray substance, the centers, with each other, or rising to the surface). The cells, however, are not of uniform shape and arrangement—which justifies us in presuming that each one has to perform a different duty, and that the portions of the brain are of a higher and lower order. Thus we may consider the surfaces of the hemispheres as the regions where the sensation of the action of the senses is noticed and where the mind plays its active part. The portions of the brain lying lower, between the large lobes of the brain and the spinal cord, must be con-

sidered as ranking lower and serving the sensations of the organs, which simply serve to make us conscious of our own body, its needs, and of the increase or decrease of the force of its actions. The uniform cells form on the surface of the brain separate fields or regions, which, however, do not form one unbroken complex, but are interrupted by regions of a different kind. Twelve pairs of nerves start from the brain. Commencing at the front and passing to the back, they are the following: the olfactory nerve [Fig. 2, I], the optic nerve [Fig. 2, II], followed by the motorial optic nerve [Fig. 2, III]. The same purpose is served, viz., to aid in moving the muscles of the eye, by the fourth and sixth pair of nerves [Fig. 2, IV, VI]. The fifth pair of nerves is the tripartite nerve [Fig. 2, V] which imparts sensation to the skin of the face, moves the muscles employed in mastication, and finally produces the sensations of touch and taste in the tongue. The seventh pair, the facial nerve [Fig. 2, VII], gives motion to the muscles of the face; the eighth pair is the nerve of hearing [Fig. 2, VIII], followed by the ninth pair, the tongue and throat nerve [Fig. 2, IX], and by the tenth pair [Fig. 2, X], the lung and stomach nerve. The eleventh, the spinal cord nerve [Fig. 2, XI], starts from the marrow of the spinal cord, passes through the prolonged spinal cord (*medulla elongata*) and leaves the skull through an opening together with the tongue and throat nerve, to produce motions of the throat and neck; the last pair of nerves is the nerve of the tongue [Fig. 2, XII] which serves to move the tongue. The twelfth together with the fifth, seventh, and eleventh pairs of nerves are principally employed in producing the motions of speech. (English physiologists consider the first and second pairs of nerves as separate parts of the brain, and comprise the 7th and 8th in one pair; so that they count only nine pairs of brain-nerves).

The question as to the character of the activity of the brain may briefly be answered as follows: The nerves leading from the organs of the senses to the brain (sensorial nerves) transmit to the brain motions which are carried as far as the shell of the brain and are felt there. These sensations produce in us a picture of our surroundings; in fact—as Meynert teaches—

the consciousness of the nerve-cells and the objects themselves are inseparable. Only frequent repetition of the impressions received by the senses produce lasting sensations, which, as ideas, become part of our consciousness. But nerves do not only lead *to* the brain, but also *from* the brain to the outposts of the body. They are the paths travelled by the impulses to motion from the brain to the various parts of the body (motorial nerves).

We must now observe the activity of the brain somewhat more closely in accordance with the theory advanced by Flechzig: The organs of the senses transmit to each of the cellular ridges of the surface of the brain the impressions received, and effect this by means of the sensorial nerves whose end points spread over one half of the ridge, whilst the other half shows the spreading starting points of the motorial nerves. It was necessary to clearly define the location of the ridge assigned to each organ of the senses, in order to explain the mechanism on which the activity of the brain is based. It seems that Prof. Dr. Flechzig in Leipzig has succeeded in doing this. In his opinion, the ridge or *center of the sense of touch*, where we become conscious of things we touch, lies in the wall of the brain back of the upper part of the forehead and the front part of the skull. The motorial nerves which start from this region, extend into the organs of touch: the hands, arms, and feet, the muscles of the trunk of the body and of the neck, and into the muscles of the eyes and the organs of speech. The *region of the sense of smell* lies above the nose on the lower surface of the brain. The *region of the sense of taste* probably lies along the edge of that of the sense of touch. The *region of the sense of sight* occupies the entire inner surface of the lobes at the back of the head and a narrow strip of the outer arch of the head; whilst the *region of the sense of hearing* occupies the two transverse convolutions of the lobes of the temples. All these regions belonging to the senses take up about one-third of the total surface of the brain. The other two-thirds belong to regions forming a separation between the regions of the senses and causing them to appear like islands. They are called the regions or *centers of association*. Whilst the centers of the

senses show differently formed cells, these centers of association have one and the same formation of cells. They form three distinct regions: the one in front back of the forehead over the eyes, the second below the back part of the crown of the head; whilst the third forms the so-called Reil's Island. Each center of the senses sends to this point numerous nerve-fibres which combine into a knot in each of the centers of association and make it possible to bring into closer association the sensations of the different centers of the senses. Because of this, these three great centers are called centers of association.

We would state here that the activity of the centers of the senses is by no means confined to making us conscious of the observations of our senses, but that they also serve to form into groups the material which they have received. Thus several sounds produced at the same time become an accord; simultaneous or rapidly succeeding impresssions of touch give the idea of a body; sounds combine to form a word. This grouping of the various sensations in the centers of the senses is effected by the aid of the nerve-fibres which in this region are very numerous in the wall of the brain. From this it follows that the arrangement of the centers of the senses also furnishes the explanation of the origin of ideas relating to space and time. But as we stated above, one impression—it is true—will produce a sensation, but it is not sufficient to retain it by the memory, and if necessary to reproduce it as an idea. It may be considered as a fact that each idea is based on the sensation of more than one cell of the brain. But then the depositing of the ideas cannot be effected in the various centers of the senses but in the centers of association, because only in these centers the sensations experienced by *different* cells enter our consciousness simultaneously. From the position which these association centers occupy as regards the centers of the senses which surround them, the purpose of each will become clear. As the hind association center is surrounded by the senses of touch, sight, and hearing, it is the place where the ideas of objects which are tangible and visible, of impressions received by the sense of hearing, therefore also of the sounds and signs

of words, are formed and stored. The eye and the ear supply these centers which we employ more than any others in the acquisition of knowledge. The more or less rich manner in which the hind association centre is supplied furnishes the test as to the mental caliber of a man; and in mentally strong men this center is more developed than in others. The middle association center, the "island," we find to be connected with the front association center, with the centers of the senses of smell and hearing and with the third convolution of the forehead, the center for mechanical motions of speech; it, therefore, unites nerves from all portions of the brain concerned in the formation of speech. To this center belongs the combination of sensations of hearing with the motion of the lips, the tongue, the throat, and in fact all organs of speech. The *front* association center is in close proximity to the center of touch, and stores reminiscences and ideas of all the sensations which are experienced here, and of the various phenomena accompanying the manifestation of different impulses. As the front and back association centers of both hemispheres of the brain are connected, it may be supposed that they act together. The "island" of the left half of the brain is not very strongly connected with that of the right half; which circumstance leads to the supposition that each acts more or less for itself. There is likewise but slight connection between the front and back association centers; and it is probable that the center of touch forms the connecting link. Thereby the importance of this part of the brain is increased, as it not only creates consciousness of bodies, but also combines the various stocks of knowledge, and bases thereon active creation by the brain. It produces the idea of the "I."

How then can the process of speaking and of speech be explained, after what has been stated above? The first attempts of a little child to speak show themselves as babbling, caused by a feeling of pleasure. The motions which are to be observed in this first attempt at speech start from the prolonged spinal cord, or the region of the "Pons Varolii," as these portions of the body contain the beginning of the motorial nerves of sight; but the incitement to these motions starts

from the wall of the great brain, from the center of the sense of touch. Children without the large brain do not babble. and do not give vent to their feelings; all they can do is to produce unarticulated sounds. Soon the child will have recollections and ideas of its speech-motions, just as it will also notice its own babbling and crying through the sense of hearing. At the "island" ideas of motion meet ideas of hearing and associate themselves, so that, without the intervention of the will, the sensations of hearing will produce speech-motions (involuntary formation of sounds). In voluntary speaking the process becomes more complicated. To explain this process, the existence of a region in the wall of the brain must be presumed from which an impetus is conveyed to the organs of speech. This region must be sought in the third convolution of the forehead. Nerves lead to this region from the "island" where the association of the ideas of motion and hearing was effected. If from the "island" an impetus reaches the third convolution of the forehead produced by ideas of motion and hearing, the organs of speech are put in action. The formation of sounds is arbitrary; but, whenever the formation of sounds is effected through ideas of hearing, the road taken by the impetus is as follows: the ear, the fissure of Sylvius, the center of the sense of hearing, "island," third convolution of the forehead, front central convolution, facial nerves, nerve of the tongue. As the combination of sounds to words has already been effected in the center of the sense of hearing, and the fixing of ideas thereof takes place in the corresponding association center, it will easily be understood that the rendition of words must be effected in the same way as that of single sounds. The speaking of words whose meaning is understood requires the aid of the hindmost association center, where the combination of images, as produced by sight, hearing, touch, etc., is effected, because nerves lead from this center to the center of the senses concerned. If the child has some time before seen a crowing rooster, a barking dog, or a swinging bell, the image was formed in the center of the sense of sight, and the sound in that of the sense of hearing; as both these centers of senses send out nerves into the hindmost asso-



ciation center, it is here where the association of the two observations is effected. Numerous nerves leading hence to the "island" and to the third convolution of the forehead take care of the naming or expression of the image, or through the rendition of the name by sound or the expression by sound make the image the property of our consciousness. In loud intelligent reading the images of letters and words are observed by the center of the sense of sight in order to lie ready as ideas combined with the ideas of their meaning in the hindmost center.

The explanation of the gradual development of the speech of children is found in the fact that, at the birth, the brain of the child is not yet complete in all its parts. Thus the mental centers, especially, do not fully develop until all the centers of the senses have been fully formed and have been connected with the former by nerve fibers. Although a former theory (a great deal in this whole field of investigation is of course purely hypothetical) maintained that in babbling and in reflectory speech, the entire process took place underneath the wall of the brain, and that consequently only the centers lying underneath this wall played an active part, Mr. Flechzig has satisfactorily demonstrated that even here, at the very beginning of speech, certain parts of the wall of the brain must be considered the theatre of action, and that the bundles of nerves lying underneath the wall of the brain must be considered in the light of stations on the nerve-route and switches for the direction to be given to the impetus, in so far as they do not serve to receive the impressions of the organs of the senses.

## FORMATION AND DEVELOPMENT OF ELEMENTARY ENGLISH SOUNDS.

CAROLINE A. YALE, NORTHAMPTON, MASS.

### II.

#### CONSONANTS.

##### *P.* [P]

*Formation:*—Lips shut then separated with an audible expulsion of breath. Ex., *pan, open, hop*. In regard to this sound Prof. A. M. Bell says, "The formation of *P* consists, 1st, in a steady, equal contact of both lips, so as to retain the breath perfectly behind them; and, 2nd, in an equal and rapid disjunction of the lips, to allow the breath to escape." In the "Introduction" to Soule and Wheeler's "Manual of English Pronunciation and Spelling" this sound is said to be "formed by a firm contact of the edges of both lips and a compression of the breath within the mouth and pharynx, followed by a sudden separation of the lips, allowing the compressed breath to escape." Guttman in his "Gymnastics of the Voice," says that "*P* is formed by closing the lips tightly, separating the oral from the nasal cavity by means of the palate, and emitting the air compressed within the oral cavity by suddenly opening the lips."

*Method of Development:*—Imitation. If a narrow strip of paper or a feather be held before the lips as the sound is given, the breath striking it will show the pupil its proper force and direction. Avoid exaggeration in movement.

##### *B.* [B]

*Formation:*—Lips shut, as for *p*, and held while voice is given. Ex., *box, baby, tub*. Professor A. M. Bell says that the oral action in *p* and *b* is precisely the same; "but while the organs are in contact, the glottis is brought into sonorous position, and an instantaneous effort of voice is heard before the separation of the organs."

Guttmann says, "We may, in fact, say that with *b* the lips are opened by the voice, and with *p*, simply by the air. With *p* the lips must be closed *tightly* but not so with *b*." Dr. Arnold in his "Manual" teaches that in this sound the lips are less closely compressed than for *p*, stating that this is true of all vocal consonants as compared with their corresponding non-vocal forms. Professor Bell says "*P* and *B*, *T* and *D*, *K* and *G*, are pairs of articulations formed by exactly the same organic motions, the only difference being in the material which the actions modify; *whispered* breath in the one case, *vocalized* breath in the other."

*Method of Development*:—Contrast with *p*. The pupil, placing his hand on the teacher's chest, repeats with her *p*, *p*, *p*, *bŭ*, *bŭ*, *bŭ*, feeling the vibrations in the chest, also in the throat, lip and cheek when voice is added. The sound of *b* is somewhat difficult to teach alone, and when so taught is, as a rule, forced and disagreeable in combination. A better result may be obtained by teaching it at first in combination with a vowel. This relieves the pressure and gives a clear sound. Teach *b initial* as *bŭ* (ΘΙ) and *b final* as *ŭb*. using the "natural vowel" first in combination with it. Then drill upon it—initial and final—with all the other vowels. It may sometimes be advisable to write *final b* as *b<sub>p</sub>*, thus indicating a closing breath vanish. Arnold considers *b* as simply a "voice stop" and therefore to be taught as final first.

### *M.* [Θ]

*Formation*:—Lips shut while voice passes through the nasal passages. Ex., *me*, *lamp*, *him*. Professor Bell says that "the *contact* of the soft palate with the back of the tongue forms the English element *NG*, in which the voice passes entirely through the nostrils," and that the soft palate is "*approximated* to the tongue for the English articulations *M* and *N*; in forming which, the voice *escapes* by the nose only, but reverberates in the mouth; where it is shut in, by the lips for *M*, and by the tongue and front of palate for *N*." The duration and also the amount of vocality of this sound, as well as of other liquids, vary greatly in different combinations: before and after non-vocal consonants it is short and has but slight vocality; before vocal consonants and

vowels it is longer and when final it sometimes becomes even syllabic in quantity. Compare *lamp*, *smoke*, *moon*, *rythm*.

*Method of Development:*—Imitation. Attract the pupil's attention to the closed lips and let him feel the vibration in the lips and, if necessary, also in the nose. Great care needs to be exercised lest the pupil gives the sound of *ng* with *m*. This defect may often be detected by inducing the child to attempt *ma*. If the back of the tongue is raised high, *mnga* will be given instead of *ma*.

### T. [ʈ]

*Formation:*—Point of the tongue shut against the upper gum, then removed with an audible expulsion of breath, Ex., *top*, *city*, *cart*.

*Method of Development:*—I. Imitation. II. By analogy, from *p*. Let the pupil see that the action is the same in giving both sounds although neither the active nor the passive organ remains the same. If necessary, practice the action with the point of the tongue against the upper lip before applying it in its normal position.

### D. [ʈʰ]

*Formation:*—Point shut as for *t* and held while voice is given. Ex., *dog*, *garden*, *old*. See remarks on shut consonants as quoted under *B*.

*Method of Development:*—Contrast with *t*. Attract the attention of the pupil to the vibrations in the chest, throat and also in the tongue when *dũ*, *dũ*, *dũ* is given. The same reason favors the teaching of this element in combination with a vowel that has been stated in the case of *b*. Final *d* may be written *d<sub>t</sub>*.

### N. [ʈ̃]

*Formation:*—Point of the tongue shut against the upper gum while voice passes through the nasal passages. Ex., *no*, *any*, *pin*. See remarks under formation of *M*.

*Method of Development:*—By analogy from *m*. Let the pupil see that the character of the two sounds is the same, the only difference being the application of the point of the tongue to the upper gum instead of the lower lip to the upper lip. Let care be taken that *ng* is not given with *n*.

**K. [ɑ]**

*Formation:*—Back of the tongue shut against the palate, then separated with an audible expulsion of breath. The precise point of contact varies considerably according to the vowel position with which it is combined. *C* (hard) and *ck* are also spellings for this sound. Ex., *keep, cart, crockery, book.*

*Method of Development:*—I. By analogy from *p* and *t*. Let the teacher attract the pupil's attention to the similar action in these sounds by repeating again and again *p-t-k, p-t-k, p-t-k.* II. Induce the pupil to attempt *t* while the point and front of the tongue are held down.

**G. [ə]**

*Formation:*—Back of the tongue shut against the palate and held while voice is given. The point of contact varies for this sound as for *k*. See remarks on shut consonants as quoted under *B*. Ex., *go, again, dog.*

*Method of Development:*—Contrast with *k*. Let this sound be taught in combination with a vowel as suggested for *b* and *d*. The vibrations of the voice may be felt in the chest, throat and back of the neck when *gũ, gũ, gũ* is given. Final *g* may be written *g<sub>k</sub>*.

**Ng. [ɛ]**

*Formation:*—Back of the tongue shut against the palate and held while voice passes through the nasal passages. See note on liquids under *M*. Ex., *singer, ring.*

*Method of Development:*—I. from *m* and *n* by analogy. II. With the mouth open pass a steady stream of breath through the nose, then vocalize it.

(To be continued.)

## EXPERIMENTAL PHONETICS.<sup>1</sup>

JOHN G. M'KENDRICK, F. R. S.

The movements of the organs of voice and speech are so complicated as to require for their elucidation the application of many methods of research. When one speaks there are movements of the lips, tongue, soft palate and larynx, and sometimes movements of the muscles of expression. Then, again, there are special characteristics about vowel sounds which apparently distinguish these from the sounds of musical instruments. Thus questions arise as to the true nature of vowel sounds, and as to what is the physical constitution of a word of several syllables. It has also been suggested that language might be recorded, not by letters or syllables, but by signs or symbols which would indicate what had to be done by the vocal and articulating organs for the production of any given sound. There might thus be a physiological method of expressing speech by a series of alphabetical symbols for sounds varying in pitch, intensity and quality. It will be seen that experimental phonetics constitutes a wide field of research, not only of great scientific interest, but also one having practical aspects not at first apparent. From the nature of the investigation, also, the problems seem to be specially suited for the application of the graphic method of research.

In 1875, an investigation was carried out by Havet and Rosapelly in the laboratory of Prof. Marey in Paris, in which the pressure of the air in the nose, the movements of the lips, and the vibrations of the larynx were simultaneously recorded. Special contrivances were devised for transmitting these movements to three of Marey's tambours, so arranged as to record on the surface of a blackened drum three superposed curves

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<sup>1</sup>Read before the Section of Physiology at the meeting of the British Association in Glasgow, September 13, 1901, and condensed from *Nature*, Vol. 65, No. 1678.

which indicated the order of succession, duration and intensity of the movements of the organs. The emission of air from the nostril indicated movements of the soft palate, and these were signalled by an indiarubber tube introduced into one nostril while the other end was connected with a tambour, as in Fig. 1. A small electromagnetic apparatus was placed over the larynx, and by making and breaking a current the vibrations of the larynx were transmitted to another tambour. The movements

**FIG. 1.**—A method for recording simultaneously the different acts of speech: emission of air by the nares (tube and lever, 1), vibrations of the larynx (2), and movements of the lips (3).

of the lips were recorded by a device which caused the pressures to act on a third tambour, as is shown in the figure.

This method was found to give characteristic tracings for the sounds of consonants, but the records obtained from vowel-sounds were all very much alike. It was also observed that if one of the tambours did not act, say the one recording the vibrations of the larynx, it was difficult to distinguish the tracings of certain consonantal sounds. Thus *p* resembled *b*, so far as

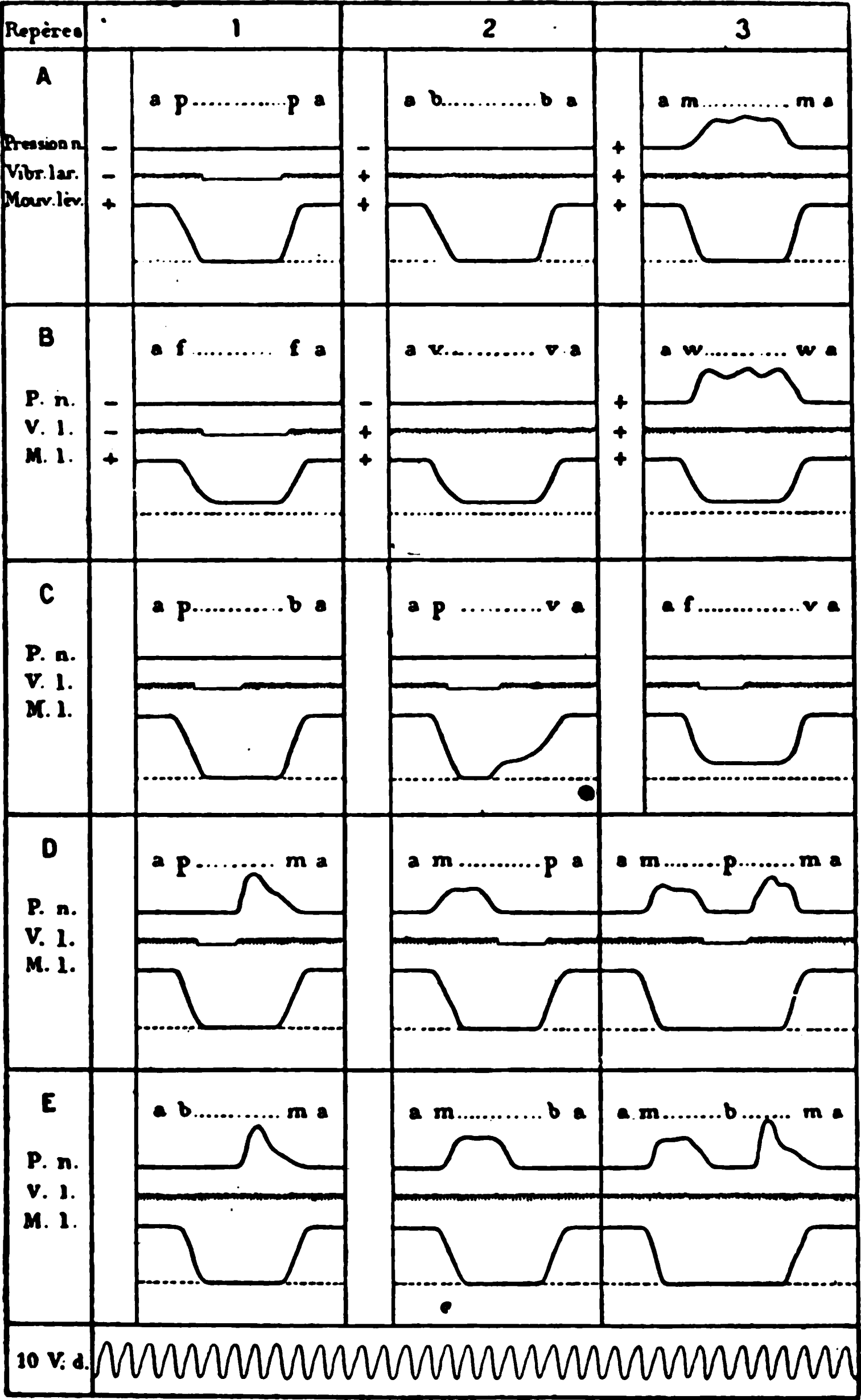


FIG. 2.—Tracings of nasal, laryngeal and labial movements in the pronunciation of various phones.



the movements of the lips and the nasal pressures were concerned, but with *b* there is a vibration of the larynx as well, while this is absent in the tracing of *p*. In Fig. 2 is shown a table in which is depicted the traces obtained on uttering the vowel *a* either before or after various consonants. In these tracings, *p n* indicates nasal pressure, *v l* vibrations of the larynx, and *m l* movements of the mouth. Five examples are given of combinations of *a* with consonants. If there is no emission of air from the nostrils, the line *p n* is unbroken and horizontal, but if there is emission then an elevation is seen as in A 3 with *a m*, or *m a*. A sinuous line in *v l* shows that the larynx vibrates, but if there is no laryngeal vibration the line

FIG. 3.—Changes of expression during speech. Chronophotography. Ten images per second

is straight. It will be observed that in some cases the larynx vibrates throughout all the experiment, as in A 2, while in others there is an interruption, as in B 1. The movements of the lips in *m l* show a curve which varies in amplitude and duration according as the lips are more or less approximated and according to the duration of complete or partial occlusion.

These syllabic sounds may be termed *phones*. This research is an excellent example of the application of the graphic method to the movements of speech. The method has been much developed by Rousselot in the College de France, where there now exists a special laboratory for research in phonetics.

Prof. Marey, whose earlier researches are well known to have had much to do with the development of the kinematograph, employed, so long ago as 1888, chronophotography to catch those evanescent changes of the countenance, the sum total of which give expression to the face in speech. In Fig. 3 are seen the changes of expression in a woman's face in speaking during a period of half a second. If these successive pictures are projected by a lantern there is an animated face on the screen. In this way Marichelle succeeds in placing before the eyes of deaf-mutes images of the movements of speech which they are urged to imitate.

**FIG. 4—Phonautograph of Leon Scott.** A paraboloid resonator, closed at one end by a membrane, to which a light lever is attached. C is a drum covered with smoked paper on which the lever traces a curve. As C rotates, it moves from right to left.

It is interesting, in the next place, to trace the efforts that have been made by physicists and physiologists to record the pressures produced by sound waves and more especially those of the voice. In 1858, Leon Scott invented the phonautograph, seen in Fig. 4. In its first form this instrument gave very imperfect tracings, but it is of great interest as being the forerunner of the phonograph. It was much improved by Rudolph König, of Paris. Donders, in 1868, was the first to use the in-

strument in the investigation of vowel-tone. Then came the logograph of Barlow in 1876, which was a membrane furnished with a rigid but light lever having its fulcrum at the edge of the membrane while the power was applied from the centre of the membrane. This gave more accurate tracings, that is to say, tracings that indicated with more precision the variations of pressure on the membrane. Examples are given in Figs. 5, 6, and 7.

In Fig. 5 at A the membrane is at rest; at B the lever is raised by the sudden emission of the consonant *b*, and this is succeeded by the prolonged vibration of the vowel *e*. Fig. 6 gives a different picture for *e b*; A is the vowel *e*; B the closure of the lips at the beginning of the consonant; this closure lasts

FIG. 5.—Tracings of the sound *b e*



FIG. 6.—The sound *e b*.

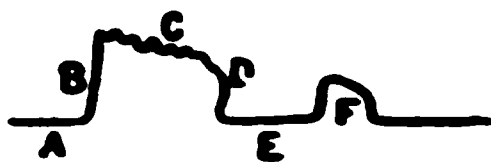
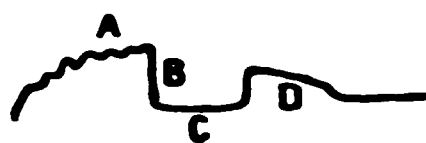


FIG. 7.—The sound *b e b*.

during *c*, and *D* is due to the elasticity of the air compressed in the mouth. In Fig. 7, *b e b*, we find the elements of Fig. 5 and 6. By the logograph the consonantal sounds were alone depicted, the records of the vowels being very imperfect.

There was still a demand for a recorder of greater accuracy. Schneebeli, in 1878, devised an instrument seen in Fig. 8. From the center of a parchment membrane arises a thin but rigid steel plate; attached to this, near the point, is another steel plate passing horizontally from the edge of the metallic ring carrying the membrane. The movements of the membrane are five times increased in amplitude, while the extreme lightness of the lever reduces to a minimum the effects due to inertia. Examples of curves obtained by this method are shown in Fig. 9.

A very sensitive apparatus, termed the *Sprachzeichner*, has also been introduced by Hensen for recording the delicate vibrations of a membrane. Valuable observations have been made with the aid of this instrument by Wendeler, on consonant sounds, by Martens, on vowels and diphthongs, and by Pipping, on vowels.

Such are some of the mechanical contrivances that have been devised for recording the movements of a membrane. None are free from error, however delicate they may seem to be, owing to the inertia of the parts, and consequently other arrangements were demanded. In 1862 Rudolph König intro-

FIG. 8.—Arrangement of Schneebell for recording movements of a membrane.

duced his well-known method of showing the movements of membranes by manometric flames. The apparatus is now so well known as to require no detailed description. Gas is led by a tube into a small capsule of wood, the cavity of which is divided by a thin membrane. The gas passes into the right half of the cavity and escapes into a small burner, where it is lit. If sound waves are diverted by a small conical resonator into the left half of the capsule the membranous partition vibrates, there are alternations of compression and of rarefaction in the gas on the right side, and the flame is agitated, moving upwards and downwards with each vibration. The method of Wheat-

stone of dissociating the flames by a rotating mirror is then employed, and a sinuous ribbon is seen in the mirror. The ribbon is cut vertically into teeth, some larger, some smaller. The larger, less frequent, correspond to the fundamental tone of the sound, the smaller to the harmonics that enter into the composition of the compound tone on which the quality of the vowel depends. These flame pictures are only seen for an instant, and many efforts have been made to fix them by photographic methods.

Doumer obtained a brilliant flame by burning carburetted hydrogen in oxygen, and he also introduced into such re-

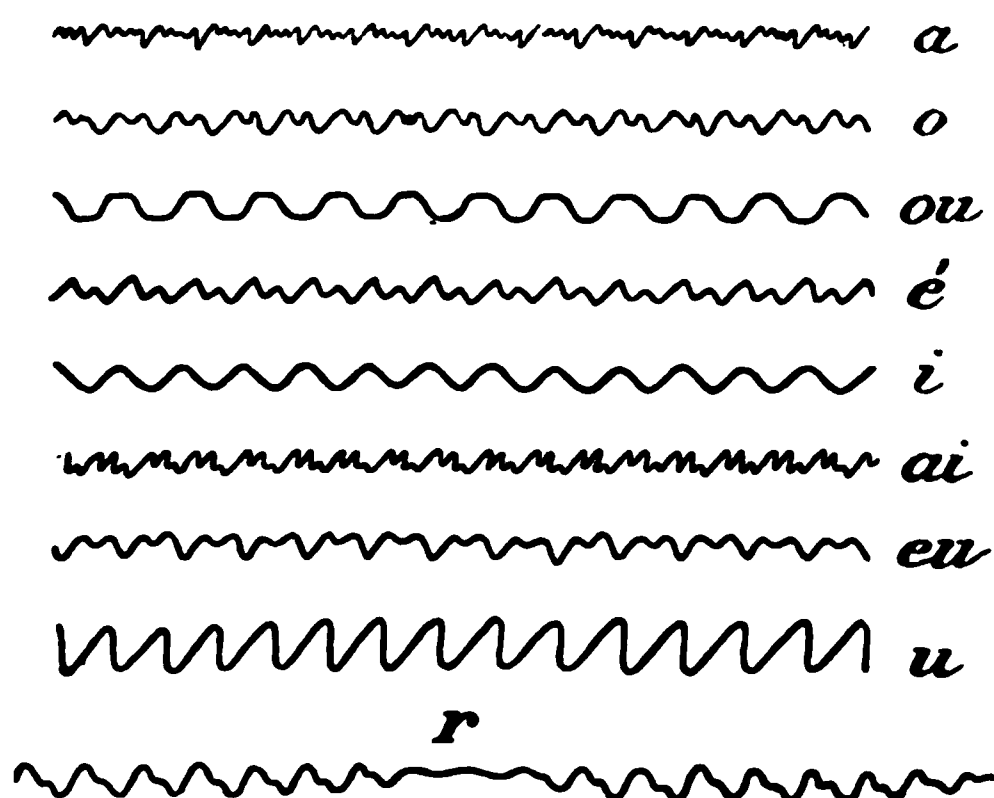


FIG. 9.—Curves of various vowels and of the consonant *r* recorded by the apparatus of Schneebeli.

searches a chronophotographic method by reproducing the images of a flame acted on by a tuning-fork of known pitch. Marage, to whose researches we shall afterwards refer, feeds the capsule with acetylene, and thus obtains a luminous flame.

It will be observed that all manometric flames seen in a rotating mirror are inclined, as their composition is due to a horizontal and vertical translation, and the faster the mirror is rotated the more they are inclined.

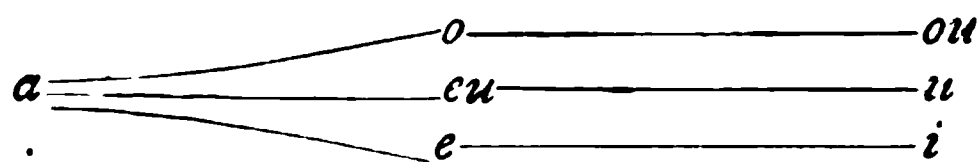
Efforts have also been made to analyse sounds by photographing a ray of light reflected from a vibrating mirror. Long ago, but without photography, Czermak applied this method to the phenomenon of the pulse, and in 1879 Blake

devised a mirror for thus recording speech. He used a small metallic plate, in the centre of which was a small hook which is attached to a very light mirror delicately swung on two pivots. A ray of light is thrown on the mirror by a convex lens; after reflection it again traverses a lens and falls on a photographic plate in movement. Sharp, well-defined images are thus obtained.

The invention of the tinfoil phonograph by Edison in 1877, and the improvement of the instrument by the labors of Edison, Graham Bell, and others in more recent years, has made it possible to investigate phonetic phenomena with the aid of this instrument. In 1878 Fleeming Jenkin and Ewing devised a method of recording curves from the imprints on the tinfoil covering the drum of the phonograph, and these curves were submitted to harmonic analysis. This was also attempted by A. M. Mayer in the same year. The subject was taken up by Hermann about 1890, and he obtained valuable tracings by using the wax-cylinder phonograph. He succeeded in obtaining photographs of the curves on the wax cylinder, a beam of light reflected from a small mirror attached to the vibrating disc of the phonograph being allowed to fall on a sensitive plate while the phonograph was slowly travelling. In 1891 Boeke measured with great accuracy the dimensions of the marks on the wax cylinder, and from these constructed the corresponding curves. This method has also been adopted by Maridelle. McKendrick, in 1895, photographed the marks on the wax cylinder of the phonograph, and in 1896 he devised a recorder for enlarging the curves on the well-known principle of the syphon recorder. In 1899 Scripture, of Yale, investigated vowel-sounds with the aid of the gramophone. He transcribed, by an ingenious mechanical device, the marks on the gramophone disc into the forms of curves, and made a minute analysis. Lastly, Marage, in a series of masterly papers, reinvestigated the whole subject of vowel-tones with the aid of a chronophotographic method and a special form of syren invented by himself.

The various experimental methods we have described have been chiefly directed to an examination of the nature of vowel-

sounds. What is it that gives the peculiar quality to the sound of a vowel? How is it that we can, by the ear, identify the sound of any vowel, whether it be spoken or sung? How is it that if we sing a vowel on the notes of a scale we can still identify the vowel, whatever may be the pitch of the note on which it is sung? The scientific investigation of the nature of vowels begins with Willis, who, in 1829, imitated the larynx by means of a reed, above which he placed a resonator, tuned to one of the harmonics of the reed. He also imitated vowel-tones by holding an elastic spring against the edge of a toothed wheel, and he placed the vowels in the following order---*ou, o, a, e, i*. In each case a compound tone was produced which retained the same pitch so long as the wheel revolved at the same rate. By keeping the wheel revolving at a uniform rate, and at the same time changing the length of the spring which was allowed to vibrate, Willis found that the qualities of various vowels were imitated with considerable distinctness. In 1837 Wheatstone, in a criticism of Willis, made some important suggestions. In 1854 Grassmann announced a theory as follows: The vocal cords excite the resonances of the cavity of the mouth; the tonality changes with the degree of opening of the mouth by the development of some of the harmonics of the fundamental tone emitted by the larynx. According to this view, the buccal cavity adds by its resonances certain harmonics to the fundamental laryngeal sound. Grassmann classified the vowels according to the number of harmonics which they contained, in the following table:—



In sounding *a* the mouth is widely opened and the fundamental and eight harmonics are produced; in the third series, on the contrary, there is only one harmonic sounded, which is more and more acute as we pronounce the vowels in the order *ou, u* and *i*. The vowels of the second series, *o, eu* and *e*, are transitional between the first and the third. Thus we pass from *a* to *ou* by *o*, from *a* to *u* by *eu*, and from *a* to *i* by *e*.

Donders showed that the cavity of the mouth, as arranged for the giving forth of a vowel, was tuned as a resonator for a tone of a certain pitch, and that different pitches corresponded to the forms of the cavity for the different vowels. This he discovered by the peculiar noise produced in the mouth when the different vowels are whispered. The cavity of the mouth is then blown like an organ-pipe and by its resonance reinforces the corresponding partials in the rushing wind-like noise. Then the question was taken up by Helmholtz. He attacked it both by analysis and by synthesis. He analyzed the vowel-tones by his well-known resonators, aided by his own singularly acute ear, and he attempted to combine, by means of tuning-forks, the tones which he thought existed in a vowel, so as to reproduce the sound of the vowel. In the latter part of the investigation he was by no means successful. These investigations led Helmholtz to put forward in succession two theories as to the formation of vowels. The first was that, as in all musical instruments, the quality or timbre of the vowel depends on the fundamental tone, reinforced by certain partials or over-tones, of which a number are produced by the vocal cords along with the fundamental tone, the reinforcement depending on the resonance of the cavities above the vocal cords. This theory was upset by the use of the phonograph. If a vowel is sung to the phonograph while the cylinder is travelling at a certain speed, the vowel-tone will be reproduced with exactly the same quality if the cylinder is driven at the same speed, but if it is driven faster, then the quality of the vowel will be changed, so much so as to be scarcely recognisable. M. Marey narrates that Donders and he first made this observation when it so happened that the two savants were present in Paris at a public demonstration of the phonograph soon after its invention. Donders sang the vowel tones to the instrument, and then asked the operator to vary the speed of the cylinder during the reproduction. Then the vowel *a* became *o*, and *e* became *ou*. Thus while the phonograph reproduces in a wonderful way the tones of musical instruments without change of quality, it cannot transpose vowel-tones without altering their character. This special character



or quality cannot, then, depend on the overtones reinforced by the oral cavities being simple multiples of the fundamental tone, and Helmholtz's first theory had to be abandoned.

This led Helmholtz to advance a second theory as follows: Each vowel is characterised by a certain harmonic or partial tone, of constant pitch, whatever may be the pitch of the note on which the vowel is sung or spoken. Attempts were then made, notably by Helmholtz and König, to fix the pitch of the characteristic partial tone or vocable, and there appeared to be considerable differences in the results of the two distinguished observers, differences amounting to as much, in some cases, as three semi-tones.

The next step was, as has already been explained, to transcribe the marks on the wax cylinder of the phonograph, made on singing or speaking a vowel, into sinuous curves and to subject these to harmonic analysis. It is not difficult, in comparatively simple cases, to obtain a curve which is the algebraic sum of the ordinates of several sinussoidal curves, but it is not so easy to do the reverse operation, namely, to analyse the curves. Fleeming Jenkin and Ewing, afterwards Schneebeili, Hensen, Pipping and Hermann, have done this in accordance with the theorem of Fourier and the law of Ohm. In particular, Hermann, by a beautiful and ingenious method, has analyzed the curves obtained by his photographic device, and has modified the theory of Helmholtz. His statement is that the oral cavity produces independently a harmonic or partial tone which has no definite relation to the fundamental tone emitted by the larynx. A vowel, according to him, is a special acoustic phenomenon, depending on the intermittent production of a special partial, or "formant," or "characteristique." The pitch of the "formant" may vary a little without altering the character of the vowel. For *a*, for example, the "formant" may vary from *fa* to *la*, even in the same person. He has also attempted, but not with complete success, to reproduce the vowel-tones by synthesis.

There are thus three theories: (1) the first of Helmholtz, now abandoned, that the pitch of the partials is represented by simple multiples of the vibration periods of the fundamental; (2)

the second of Helmholtz, that the pitch of the characteristic partial is always fixed, but has a definite relation to the pitch of the fundamental; and (3) that of Hermann, that the pitch of the characteristic partial or "formant" is not absolutely fixed.

The difficulty of harmonizing these theories has stimulated the zeal of many workers, and in particular Dr. Marage has been remarkably successful in his researches into the nature of vowels. He first of all criticises the second theory of Helmholtz, pointing out that the failure to reproduce the vowels by synthesis is strongly against it. Thus while, by tuning-forks, the pitch of which is that of partials of the fundamental tone, *ou*, *o* and *a* may be badly reproduced, it has been found impossible to reproduce *e* and *i*. He then objects to the theory of Hermann, namely, that the vowel is an oral intermittent and oscillating tone; first, that the method of recording the vowel on the wax cylinder of the phonograph causes grave errors, because the mouthpiece, tube, air chamber, and vibrating disc all profoundly modify the vowel; second, that the method of analysis by Fourier's theorem assumes that the vowel curves are constituted by superposed simple curves, which is precisely the question at issue, and therefore the argument is a *petitio principii*; and third, that the data obtained by his method have not enabled Hermann to reconstruct the vowels with greater success than Helmholtz. Marage then enters upon his own method, which consists essentially of using a special apparatus constructed on König's principle of manometric flames, but so simple as to be practically free from sources of error; that is to say, there is no mouthpiece, tube or lever. The pictures of the flames were produced photographically by feeding the flame with acetylene gas, and chronophotometrical records were taken with each experiment. He then finds that the flame pictures of *i*, *u* and *ou* show *one* flame, *e*, *eu* and *o* two flames, and *a* three flames. So that the classification of the vowels by flames is exactly that of Grassmann. Each vowel, when all errors have thus been got rid of by simplifying the apparatus, always gives the same picture for any given note. The picture is that of a continuous periodic curve, and the number of periods

in a second corresponds to the laryngeal note, while the *form* of the period characterises the vowel. With the same vowel the period changes with the note. When the note is near the pitch of ordinary speech, the period varies very little. This is not so when the vowel is sung; the period then disappears until there is only the laryngeal note. Marage has also by synthesis reproduced the vowels with remarkable success. His first experiments with resonators were not quite satisfactory; he could reproduce OU, O and A, but not E and I. He ascertained, however, that to reproduce A the resonator must be tuned to the third harmonic or partial of the note on which A was sung; that to reproduce E, EU and O the best result was obtained when the resonator gave the second partial; and I, U and OU were imitated (but not successfully) when the resonator was in unison with the laryngeal tone.

Marage finally devised a syren rotated by an electric motor and consisting of a disc having in it a triangular window representing the glottis. The air is driven, under pressure, through this aperture and then falls on another disc having windows cut out of it in groups according to the nature of the vowel to be synthetically reproduced. Thus the disc for A has four groups, each group consisting of three triangular slit-like windows; for O and E the disc shows five groups, each consisting of two slits; and for I and OU there are many slits, without these being arranged in groups. The slits are very large for O and narrow for E, and large for OU and narrow for I. He then moulded a series of casts of the interior of the oral and pharyngeal cavities of a human subject, as these were adapted for the singing of the different vowels, and from them constructed masks or head-pieces which could be placed over the syren so that the air escaping from it passed through cavities of the mask. He found that if air was driven through the masks under a pressure of only 7 centimetres of water, the timbre of the corresponding vowel was at once perceived, as in whispering. Marage's view is that to form a vowel the true vocal cords vibrate in a horizontal plane, in such a way as to influence by their greater or less degree of approximation the escape of air.

If the air escapes in three little puffs as it were (the cords vibrating during each puff a number of times equal to the pitch of the note on which the vowel is spoken or sung), so that there are intervals between the groups of puffs, then the vowel A is the result. The oral resonator is in unison with the sum of the vibrations and the vowel is emitted. If the resonator (either artificial or the oral cavity, as in life) is tuned to the third harmonic of this note, then the vowel A is modified; the same applies to E and O, which have the second harmonic, and in passing from the one vowel to the other it is sufficient to change the aperture of the glottic opening. Thus for A, if the fundamental note is  $n$ , the oral resonator must be tuned to  $3n$ ; for E and O, if the fundamental is  $n$ , the oral resonator gives  $2n$ ; and for I and OU the resonator is in unison. If this is not so, then the quality of the vowel is much altered. Thus if the syren gives A, and the plate used is that for OU, then the sound is A modified. This agrees with the experience of teachers of singing, who hold that a badly sung vowel is a vowel-sound emitted into a cavity adjusted for another vowel. Marage has also found that when the sounds of his syren, aided by the masks, are examined by the manometric method, the flame pictures appear as they may be expected to do, that is, groups of three flames for A, of two for E, EU, and O, and of one for I, U and OU. Vowels then, according to him, are due to an intermittent aero-laryngeal vibration, strengthened by the oral cavity and producing OU, O, A, E and I, when it is in unison with the sum of the vibrations; transformed by it, and giving origin to other vowels, when there is no unison; and the number of intermittences gives the fundamental note on which the vowel is emitted. If the oral cavity acts alone, the vowel is whispered; if the larynx acts alone, the vowel is sung; and if the two act the vowel is spoken. Marage has applied his method with much success in testing the ear and in the treatment of mutes who are not absolutely deaf. His memoir is characterised by great simplicity and at the same time by thoroughness.

But the study of vowels is not the only result of recent research in phonetics. The analysis of consonantal sounds is now being carried out by various workers, such as Pipping,

Scripture, and Lloyd. Meyer, in Hermann's laboratory, has investigated the pitch of words, sentences and syllables in speech. This has also been studied by phonographic tracings by Marichelle. The whole subject has also a practical bearing, as the knowledge acquired enables the teacher of deaf mutes so to instruct his pupils in the use of their organs as to avoid the deary monotone of those who learn to speak by watching only the movements of the lips.

It only remains to notice the remarkable monograph of Jespersen. This is an attempt to aid the study of phonetics by the use of a scientific nomenclature to express sounds, so that just as the chemist represents by letters and figures the nature of a chemical substance of complex constitution, so the student of phonetics may be able to express the sounds of words by symbols. The visible-speech system of Melville Bell consisted of symbols which expressed more or less accurately the physiological movements to be made, or the position to be assumed, during the pronunciation of a given sound; but the symbols of Jespersen are letters and figures. The letters or figures, however, to be useful must have a physiological meaning. Strictly speaking the symbols denote, not sounds, but the elements of sounds. Thus so simple a sound as *m* is physiologically the result of (*a*) lips shut; (*b*) point of tongue resting in the bottom of the mouth; (*c*) surface of tongue not raised towards the palate; (*d*) nasal passage open; (*e*) vocal cords vibrate; and (*f*) air expelled from lungs. The attempt of Jespersen may be called an alphabetic system of writing, symbolising, not sounds, but the elements of sounds. At present it is severely technical, but it seems to "provide a means of writing down and describing phonetic minutiae in a comparatively easy and unambiguous manner." It will do for the phonetician what symbolism does for the mineralogist. It is a kind of algebra for speech sounds.

In advocating the establishment of a photographic museum, to be a visual register of the past, Janssen recently wrote as follows: "Photography registers the chain of phenomena during time, just as writing registers the thoughts of men during the ages. Photography is to sight what writing is to thought. If there is any difference, it is to the advantage of photography.

Writing is subject to conventionalities from which photography is free; writing employs a particular language, while photography speaks the universal language."

But if there is to be a museum of photographs, appealing to the sense of sight, why should we not have a museum of sounds, in the shape of phonograph records, appealing to the sense of hearing. How little can we tell from written characters the exact sounds of ancient Sanskrit, or how Demosthenes spoke in Greek or Cicero in Latin? Would it not now be interesting to hear the exact accent of old English, or the Scotch of the fifteenth century? All dialects should be carefully registered and put aside for future consultation, and thus we would do for the ear what we do for the eye. No doubt such a collection of phonographic records would help onwards the science of language.

## THE ORAL METHOD AND ITS FITNESS FOR THE INSTRUCTION OF THE DEAF.<sup>1</sup>

Summary.—In what the efficacy of a method consists.—The reasons for the diffusion of the mimic system.—The reasons of the worth of the oral method, and its nature.—What the oral method was in the first historical period of our pedagogy.—The special advantages offered by the oral method.—Articulated language and its value in comparison to the language of action.—Articulated language as a bond of sociability and as a means for human improvement.

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The efficacy, and hence the greater fitness of a method in comparison with others, must result first of all from the results obtained from its practical application. We have seen in the preceding chapter how, in the education of the deaf, predominance was given now to this, now to that of the methods already defined, which seemed to the educators to give, in various circumstances, the best results. As, however, the judgment of the different educators on this subject was always subordinated to relative and subjective circumstances, the story of our pedagogy does not offer us a decisive criterion by which to give here any conclusions. It seemed to some that one might legitimately conclude that the mimic system was the most suitable for the instruction of the deaf, because it was the most widely diffused. But the adoption of that method, if one considers well, in connection with the historical development of our teaching, was not always preferred because better *in itself* than the others, but only because it was easy to practice with little preparation on the part of the teacher, and because it was adapted to the simultaneous instruction of many pupils. In fact, it was enough to find a man

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<sup>1</sup> From the Manual of Prof. Ferreri for the Teachers of the Deaf "Il Sordomuto e la sua Educazione." *Pedagogia*, Vol. I. Chap. VIII. Page 95-198.

of good will, and some sort of a room, to be able to found an institution for the deaf. Hence the success of the mimic system; success increased by the fact that each believed he was giving a religious instruction to the deaf when he succeeded in learning the manual alphabet and in making more or less spiritual gestures, accompanied by grimaces now pathetic, now severe, according to the matter explained. In short, the mimic system was more fortunate than good, as it was well adapted for making people believe that the deaf could succeed by its means in being instructed in matter relatively difficult; it is even today regarded kindly by those who desire to come to the aid of the abandoned deaf. To this circumstance we must ascribe the fact that it was the mimic system which took the first place in generalizing the instruction of the deaf, first in Europe, immediately after the opening of the school in Paris, and then in the colonies and missions of the other parts of the world.

In the historical part of this study, we shall see how the courageous spirit and "the inflexible will of Samuel Heinicke had to struggle to preserve the precious inheritance of the oral method against the perils which menaced it from the west."

Laying aside now every preconceived idea as to the worth of the methods we have seen applied in the instruction of the deaf, let us pass on to examine the fitness of the oral method and the possibility of its application in our schools.

The deaf-mute, as expressed by the word itself, unites in himself two serious defects, the one of which is the cause of the other. Now, because of this reason of causality, that defect which constitutes the first cause of this grievous misfortune must be the one to be principally noticed; that is, the one to which it would be necessary to pay the greatest attention. But it is not so. For the deaf it has happened as it usually does in the world of natural phenomena. In these it is generally the effects which call the attention to the research of the causes of the physical facts, and these causes are not always to be discovered. At the present day it seems evident and unnecessary to reflect that the cause of dumbness is, in the majority of cases, deafness. Yet much time was necessary before this knowledge was admitted into public opinion. For public opinion, as is shown from the



word *mute* alone being used almost always to designate the deaf-mute, regarded the deaf-mute, in fact, as an unfortunate being because he could not speak. This shows how they placed his misfortune more in the effect than in the true cause. And the appearance seemed to justify the fact. Of the two defects which constitute the complex phenomenon of deaf-mutism, the first is not so noticeable as the second. We perceive indeed that an individual is "*mute*" before knowing that he "*does not hear.*" In short, the deaf are distinguished by their lack of speech, just as the blind are by their lack of sight. For this reason the first instructors of the deaf directed at first their efforts to speech; for this reason the first means applied for the instruction of the deaf was articulation; for this reason, also, those who afterwards had recourse to other means recognized that, all things considered, "it is the lack of speech" in the deaf which prevents him from taking an active part in human intercourse. It was too evident a fact that the deaf, even when they had reached a notable degree of culture, always remained—without speech—isolated, apart by themselves, and this was not well. All the means which are used for the instruction of the deaf, except articulated speech, tend, in fact, to separate them from society. And notwithstanding the fortunate diffusion of the mimic system and of the manual alphabet, the prophecy of the French abbot has been fulfilled, when he wrote that: "all the world would not be disposed to make their thoughts run from their fingers for the convenience of the deaf."

If then the society of speakers cannot go to the deaf, the deaf must go to the society. But this is only possible by means of the oral method. With the oral method properly applied, as based upon the scientific knowledge of the functions of the vocal organs, and according to the process devised by the teachers of artificial pronunciation, one puts the deaf-mute in a condition to produce speech, making his own organs of respiration and phonation active. But by means of this the deaf would only be conducted half way; he must also reach the comprehension of speech as spoken by others, understanding it from the movements of the visible parts of the vocal organs of him who speaks. Now this double object is attained by one and the

same process of teaching. The deaf learns the elements of the spoken word by using, under guidance of the teacher, his senses of sight and touch. Thus production and perception of speech are two acts intimately and reciprocally connected, and a little continuous and graduated application is enough to reduce sight to be the habitual stimulus of the deaf, just as hearing is the natural stimulus of the speech of hearing people.

Here lies the essence of the oral method, and also its value and importance as a means for the sociability of the deaf.

The oral method, however, was not always so understood. Hence its poor success, which in the lack of results took away the courage, faith, and constancy of many educators of the deaf, who returned to the old method of the French school after the poor success of their first attempts.

Many of the educators, especially in the first historical period of our pedagogy, did not hold lip-reading in just consideration; indeed, sometimes they did not take any care of it at all, but instead had recourse to other auxiliary means, which besides rendering almost impossible any communication of the deaf-mute with his own family and neighbors, made the oral method unnatural, and speech became an accessory almost entirely neglected. Given these circumstances, it is not surprising that the oral method did not give the practical results which were anticipated and promised in theory. One should note also that it was this lack itself which brought discredit on the oral method every time that they applied it in union with others. Given the circumstances of the peculiar conditions of the deaf-mute and his strong tendency towards economy of attention and of the use of his vocal powers, when one offers him other means for the perception of speech (dactylology, writing and the mimic), the education of the sight becomes neglected entirely, and lip-reading becomes impossible.

It is therefore a great merit of the modern school to have established with its congresses and its didactic works the process now delineated by the oral method. The German school had not succeeded in doing this, for although it was opposed from pedagogic-didactic principles to the French school, still it admitted the mimic as an auxiliary to speech. We read in the

critical historical work of M. Hill that "just as the Neo-German school prohibits the use of the so-called artificial means for developing the intelligence, so it is far from denying to gesture (mimic language) a suitable place in the instruction of the deaf, and from excluding the use of it absolutely."<sup>1</sup>

Granted therefore that the results of the oral method were frequently compromised by the concomitance of other means sought for outside of speech and from the insufficient preparation of the educators, let us see what are in reality the advantages which render the oral method the most fitting for the instruction and education of the deaf.

The greatest advantage of the oral method over every other is so plain as to persuade every one without need of long and elaborate disquisitions. The deaf-mute taught the art of speech, and who has learned to speak himself, and to understand the speech of others from the movements of the lips, is capable of entering and taking an active part in the society of those who speak. It is a question of habit on his part, as well as of those who approach him, to learn to lessen the harshness of his speech in an æsthetic sense. In a short time the parents, relatives, friends, and acquaintances, and all who approach the deaf-mute, will accustom themselves to understand his speech without difficulty, although inharmonious and unadorned. This is a fact, and is of such great importance for the social life of the deaf-mute as to almost exceed the other advantage by means of which the warmest advocates of the oral method demonstrate and prove its excellence. The greatest advantage of the oral method, wrote Tarra, "appears from its being the most suitable means for his (the deaf-mute's) radical instruction, for his moral redemption, by the development of his intellectual and moral powers." In fact, it is rationally presumable that when one succeeds in excluding from the use of speech every kind of sign in which the phantasmagoric element predominates, we shall obtain exceptional results in the development of the intellectual powers in the instruction of the deaf. The advocates of the mimic system must soon

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<sup>1</sup> M. Hill, *Der gegenwärtige Zustand des Taubstummen-Bildung-Wesens in Deutschland*. Weimar, 1866.

see this who concentrate all their attention on writing as the most exact means for teaching language.

Another advantage of speech lies in the fact, still denied by some, that articulated speech does not leave the deaf chilled in the communication of their affections and sentiments. This would occur, if, as erroneously judged sometimes, the teaching of speech to the deaf was reduced to a material, mechanical process. But when language is taught in a manner intimately associated with the mental conceptions, it acquires for the deaf, as for the hearing, the highest psychic value of language thought, and of the living expression of the soul, which must be intimate and felt. Now, the articulated word is the most intimate language and the most felt which can be given, as that which corresponds to the needs of human nature, having in it the physical-physiological character, in respect to the organism which produces it, and that ethic-psychic one in respect to the immediate translation of the idea which arises or communicates itself. In fact, the spoken word, while it can associate itself with the expression of the face, and with the spontaneous movements of the whole body, remains always immaterial and incorporeal, and is therefore the most fitting expression of abstract and spiritual ideas.

When therefore the deaf-mute succeeds in restraining the phantasmagoric element in favor of the purely intellectual element, the result is that he thinks and feels and wills in the same manner that these acts are produced in individuals endowed with all the senses.

On the other hand it is true that those who live with the adult deaf, even when educated, find him somewhat lacking in the life of affection. But the reason of this phenomenon must be sought for in the profound gap left by his early education in affection. The maternal caresses, even when not entirely lacking, did not have one-half the significance nor the value for him that they have for the hearing child. These children hear them accompanied by loving language which educates the heart and makes an impression on the mind. "Silence," writes Tarra, "is such a deep void that it cannot be filled, and nothing can substitute the comfort of the communication of the heart by means of the lips."

In social relations, therefore, the oral method is the most fitting and advantageous for the deaf, as it is the most suitable for his intellectual and moral culture. This will be shown even more clearly by the comparison which we have yet to make between articulated language and the language of action.

“Articulated language”—thus Augusto Conti defines it—“is a series of vocal sounds used by human society to express their needs.” This series of vocal sounds, however, which constitute language, are not natural signs of their ideas, but are arbitrary signs. This is demonstrated by two facts: first, from there not being any resemblance between the idea and its sign; secondly, from seeing one and the same idea expressed in different languages with different words. The truth is that as the relation between the articulated sounds and the ideas is arbitrary, so also the methodic system of the signs may acquire the essential qualities of a language, and give to the mind as many different signs as there are ideas. De l’Epée aimed at this end, and his followers succeeded, as we know, in instructing the deaf with a language of action.

Comparing, however, the utility of these with that of articulated language, it is clearly shown, says Balmes, that the utility of this is much greater than that of gestures. The voice lends itself, in fact, to reflections of combinations which the gestures cannot imitate. And the word, as Beccaria observes, (*Trattato dello Stile*), does not present the idea only, but, together with it, more or less some other additional images. This advantage is perhaps lost by the deaf who reads from the lips, because sound is perhaps the true source of these additional images. However for him remains the simplicity and spirituality which give to speech the advantage of excluding every accessory material.

Another inestimable advantage of speech over gesture lies in the circumstance that these render conversation in the dark impossible<sup>1</sup>. This shows how natural the correspondence is be-

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<sup>1</sup>I have seen some cases of deaf-blind-speakers with whom one could communicate with a mimic *sui generis*, of which the substantial part was formed by means of the manual alphabet. In this case it is equivalent to being in the dark even for the hearing interlocutor. But these are exceptions.

tween the organ of speech and that of hearing. But from the moment that the relations between the signs of articulated language and the things signified is arbitrary, it is evident that no one can learn it without being taught by others. One must not conclude from this, however, that neither is speech natural to man, but only that the using of one articulated sign or another does not depend on nature. For this reason the poet sings:

"A natural action is it that man speaks;  
But whether thus or thus, doth nature leave  
To your own art, as seemeth best to you "  
—*Dante. Par. XXVI. 130. Longfellow's translation.*

We have seen that man in his insufficiency as an *infant* expects everything from his family and from society, and that these come to his aid until he becomes self-reliant. To arrive at this stage of life, man has also need of being instructed in order to render him capable of individual reflection. Now, sufficient is provided for this need by means of articulated speech, which is the strongest bond of sociability, as the language of a whole people is the most powerful bond of nationality. Let us see how this happens.

First it is necessary to distinguish between the idea and true language, which consists in understanding clearly the nature of the thing; the one is acquired by intellectual perception, the other by reflecting upon the ideas acquired, and it cannot be formed without internal speech. We have seen already how the language does not succeed in expressing the thought adequately, it having been already observed that this perception, of which the symbolical sign is in some cases suitable, depends upon the possession which the thought has taken of itself, by means of the instrument of spoken language. Man is therefore a *speaker*, because naturally sociable, or, as Aristotle observed: "the only speaker among the animals." And as a man who lives outside of society is regarded as a sad phenomenon, thus there never could be a time when men should not need language for the exchange of their sentiments, needs, affections, and thoughts. Sociability and speech are therefore two properties which in man are summoned in turn, because they are derived from his quality of a reasonable being, and are the fundamental condition of the

perfectibility of the human individual, as well as that of the human family.

It is speech, indeed, which places us in reciprocal communication with our fellow creatures: by it the most delicate and simple relations of ideas are transmitted to us; without it the human mind would be shut in upon itself and would not carry to others more than a very small part of what it experiences and feels. Without speech civil and political relations would never have been established, and domestic society would be limited alone to the preservation of the species; that is, to purely an animal end, as occurs with the brutes.

But speech does not limit itself to the communication of spirits between themselves, but is also the strongest bond of the ideas, not only to fix them and to remember them, but also to connect them in judgment and reasoning; hence one must consider speech as an instrument of great value for the interior development of thought.

Speech is for the spirit a kind of tablet to which one can have recourse when one needs to recollect, to arrange and clear the ideas. Associated sometimes with a single word, the memory will preserve the remembrance of long operations and only by pronouncing this word, or reading it, or hearing it one feels his mind developing that series of knowledge which was acquired by the experience of long years, and in which one finds condensed the fruits of the acquisitions of all humanity. Because language responded to so many necessities of the spirit it was necessary that it should be, as the articulated speech is, such a sign as to be disposable at any instant, and which should also be susceptible of infinite modifications for expressing the varieties, the gradations, the categories and the different and most varied kinds of ideas.

To all these the organ of speech lends itself readily; with the greatest possible facility and rapidity it performs all the movements necessary for the infinite combination of sounds. The mechanism of speech, the great facility with which it responds to the commands of the will, clothing the thought with sensible form, is such a marvellous thing as to justify, to a certain point, the old philosophic opinion that language was necessary to



thought, and that one could not think without speaking, internally at least. Who could note the time which passes between the conception of the thought and its spoken expression? If then we reflect at the whole function of speech, it appears to us the most marvellous expression of the being of man. Think for a moment of an orator who speaks to a numerous audience. How many ideas of every kind are communicated at the same instant to the minds of all the hearers! The sensible and the insensible; the simple and the complex; judgments, reasoning, comparisons, analysis, synthesis, all is expressed with the same facility of mental conception. A thought arises in the mind of the orator, and in the same instant it is clothed in a sensible form by his lips, and communicates itself to the minds of his hearers!

However this series of operations is effected, it was necessary that the thought was conceived, that the will moved the organs of speech to clothe it sensibly, that the sensible form found in the air an uninterrupted conductor, that vibration in vibration should penetrate into the external ear, and from this to the ways of transmission and perception, which are established from the center to the brain center, in that mysterious correspondence which connects the intellectual activities between them; that the intellect finally sees in speech, so perceived, the index of the idea, and that this index in unlimited number, in inexpressible variety, in gradations and nuances the most subtle and delicate, in abstruse combinations, with a reciprocity of sentiments of a thousand kinds, establishes a communication of ideas and affection between him who speaks and them who listen, as between two solar rays which carry to us from a great distance light and life. And all this work is not the privilege of the learned. Whosoever enjoys the integrity of his senses and of their organs is at the same time active and passive in the admirable function of the spoken word.

It is not therefore an hyperbolical affirmation to say that articulate speech is the most natural means and the most suitable for human improvement. One may also say more, that as "the greater perfection of the being consists in the power of producing other beings similar to himself," so in speech lies the perfection of the human intellect, which in it and for it reproduces its conceptions.



## CALCUTTA SCHOOL FOR THE DEAF.

EDITOR OF THE ASSOCIATION REVIEW.

*Dear Sir:*—You have asked me to give my many American friends a little glimpse of me and my work through THE REVIEW. I gladly accept your invitation, but of myself I can only say that I am doing my self-imposed but pleasant duty right loyally and with, I believe, fairly good results.

It will be six years, next August, since I returned to India from the west. During all this time we have been strenuously at work to have a local habitation of our own. These six years saw the country passing through two most severe famines—famines not only unprecedented in their severity, but also in bringing the antipodes together—for it seems wonderful how the sufferings of such far off people touched the chord of sympathy of your hearts, and you sent us timely and princely help out of your abundance. With famine and plague around us, and with our extreme poverty, it has been no easy task to raise subscriptions, but still we have been so far successful that we collected money enough to acquire for £3,333 a plot of land measuring about two acres, and the foundation stone of the building was laid by His Honor Sir John Woodburn, K. C. S. I., Lieutenant Governor of Bengal, on the 8th of April last.

You will probably ask me what method of teaching we follow in our school. Well, we call our school an oral school, and we are, I believe, right, as the accepted sense of the term goes—yet it is not strictly oral. We believe in the oral method of teaching, but we have a class where natural gestures are most freely used. I think I should explain what I mean by natural gestures. We have no systematic system of conventional signs such as you call the sign language. Nor have I as yet been successful in adopting the finger spelling to our letters of the alphabet, for there is a peculiar way of sometimes joining two or more letters together in writing and then the combination looks alto-

gether like a new character. But what we do in this class is to freely use living and explicit actions and gestures—a great deal much more than would be allowed in an orally taught class—in explaining things. The regular instruction of the class is done by and in writing and in articulate reading. Some of the pupils do speak some, but not much. It is a class composed of pupils who have failed to respond to the oral method of teaching. Pray, do not misunderstand me. I have told you what we are doing, but nothing is further from my mind than to enter into a discussion upon the subject of the method of teaching. India is not ripe for that yet. But as history repeats itself, the old controversy of the New Continent may appear in our midst in a new garb of language when India has got a large number of schools for the deaf. Whatever the method of instruction may be, I would welcome a new school in any part of India. Indeed, not long ago I had a call from one Mr. Jacob Burkhard, a member of the American Mennonite Mission in Dhamtara, in Central India. The mission has got together about 600 famine orphans, amongst whom there are about a dozen deaf-mutes. The mission authorities thought of sending them to our school; but I advised Mr. Burkhard to start a school for them in their own mission, for I had no manner of doubt that the generous patrons of the mission would help him in his laudable enterprise, and in the course of a few years he would have a large school. Mr. Burkhard knows finger spelling and something of the sign language, and his school, when it comes into existence, will be a manual school.

Then we follow what is known as the word method. We begin by teaching words and not elements. For this purpose we have collected together a list of very simple words—words easy of articulation and of very common use. When a pupil has learnt, say fifty words or so, he is also given short and easy sentences. These sentences are in no wise grammatically arranged, but such as represent simple ideas without any regard for time or person. Let me explain: We do not teach him “I run,” “you run,” “John runs,” or “I jumped,” “John jumped, etc. All persons and time are promiscuously used to suit the occasion. That is, we do not wait to use the past or future tense until the pupil

has got some fair idea of the present form. Of course this is for beginners. But as they advance in language we draw their attention to differences of time, person, etc., and to the elementary rules of grammar. Later on, primers and elementary readers, used in ordinary schools, are placed in the hands of the third and fourth year pupils. Henceforward their education, generally speaking, coincides with that of hearing children.

I may call our school a mixed school in that we have both boarders and day-scholars. This makes matters very awkward and hard for us, for the day-scholars are generally very irregular. Our task is made still more difficult by our not having any fixed time for admission. We admit new pupils whenever they come.

There are 200,000 deaf-mutes in India. In the presidency of Bengal alone they number no less than 70,000. Of these we have only thirty-four in our school, with five teachers, including myself. Of my assistants, one is a lady who teaches the girls, of whom there are seven in the school. Our national sentiment will not admit of boys and girls being taught together.

Our school has just entered into the tenth year of its existence. The school course is for ten years, but there is not a single pupil left who came to us in 1893, when we opened it. Of the pupils who have left the school, some have gone to the Government School of Art, one has been apprenticed to a photographer, two have become goldsmiths earning a decent living, and one has got a position as draftsman in the office of the Surveyor-General of India. Besides giving ordinary school education, we teach them freehand drawing, wood-engraving, and tailoring.

J. N. BANERJI.

Calcutta, India.

## VICTORIOUS AMERICA.<sup>1</sup>

G. FERRERI, EX-VICE-PRINCIPAL OF THE SCHOOL FOR THE DEAF,  
SIENA, ITALY.

An Italian writer, who visited the United States at the time of the Cuban war, sent a series of interesting articles to Italy for publication in a newspaper. Afterwards he collected these articles in a book, with the title: "*L' America vittoriosa*" (Victorious America !)

I am visiting this country, as you know, for quite a different purpose, and in time of peace; but I also have the intention of writing a report in order to give an answer to my European colleagues who wish to know what the United States is doing for the education of the deaf. Well, every time that I think over my future report, I cannot free myself from the suggestion of that title, "*L' America Vittoriosa!*" Yes, America is victorious also in national educational work, because here the instruction of all citizens is provided for, and, before all, of those who cannot become useful citizens without a special education.

Although I am now in a good condition for making comparisons, yet I am not quite sure of being able to express in words my particular impressions. However, I do not wish to lose this opportunity for expressing my general impression that, in regard to the education of defective children, in Europe we are idealists, while in America you are practical. As great a difference, you see, as that which lies between "to be or not to be."

In Europe we speak and write much—too much, perhaps—and we have the best ideas and the finest theories on the general education of the child, and particularly of the deaf, as well as of

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<sup>1</sup> A paper read at the Minneapolis Meeting of the National Educational Association, before the Department of Special Education, July 11, 1902.

the feeble-minded; but we have not the means to put these ideas and theories into practice. Here I find the contrary. The Americans put into practice our ideas, and they make every effort to do it well. In Europe we have a large and rich special literature on the education of defective children, but there I have never seen put into practice, so largely and liberally, the suggestions of science in regard to the care and education of these children as is done in every state of this American Union. And here I find also the best schools for the deaf.

When I say this to my European colleagues they will certainly ask me also for the reasons of this great difference.

During my journey from Boston I was reading the "American Notes" of Rudyard Kipling. At the end of the first chapter the author observes that "In America money is everything."

You know better than I with what wit and meaning Kipling made such an observation, but I am glad to complete the sentence, saying, if not with wit, at least with truth: In America money is everything, because only with money is it possible to put into practice the theories; and this is true of every kind of knowledge and energy. What else but the lack of material means prevents the majority of the civilized nations from spreading the benefits of primary instruction? Money is in this case the first and fundamental condition; and I could illustrate my proposition with a quantity of facts and comments. But I am sure of not exaggerating when I say that, comparatively speaking, there is not another country in the world where so much money is spent for the national education as is done in the United States. More than this, while money is certainly of fundamental importance, I must add another reason. I have had many opportunities to realize that in America there are, besides money, also the best moral means. Among them I am glad to enumerate the following ones:

1. A great sympathy and active charity for all unhappy children.
2. A strong desire and great energy for putting into practice what science suggests in order to help them.
3. Intelligence, training and study in those persons who are called to teach in and direct the special institutions.

Therefore, to the inquiry of my European colleagues: What are the Americans doing for the education of the deaf? I can answer without any hesitation: They are doing the best which it is possible to do in the present condition of science; and in a not far distant future they will be our guide in the progressive development of our special line of education. "Victorious America !"

# THE NATIONAL EDUCATIONAL ASSOCIATION MEETING.—DEPARTMENT OF SPECIAL EDUCATION.

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## SECRETARY'S MINUTES.

FIRST SESSION.—Wednesday, July 9, 1902.

The Department was called to order at 2.30 p. m. in the Hennepin Ave. Methodist Church, Minneapolis, Minn., with Dr. Alexander Graham Bell, President, in the chair.

A vocal solo by Mrs. Maud Ulmer Jones, accompanied by Miss Margaret Gilmore, introduced the regular program of the Department.

Dr. C. M. Jordan, Superintendent of Schools, Minneapolis, Minn., delivered an address of welcome, which was responded to by the President, Dr. Alexander Graham Bell; United States Commissioner of Education, Dr. Wm. T. Harris; and Prof. Augustus H. Kelley, Boston, Mass.

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## PRESIDENT'S ADDRESS.

We have arrived at an important and critical period in the history of the Department. This Department originated with the teachers of the deaf—the blind and feeble-minded had no part in the original plan; they were brought in as a concession. For many years teachers of the deaf had felt an isolation, and they had a feeling that they wanted to come into affiliation with other teachers of the country that they might gain something of value from them. But when, on their first application to the officials of the National Educational Association, they found that they could not be received as a Department for the Deaf, because all other special classes would ask to be likewise set off, others were included with us, and we were labelled with the name, "Deaf and Dumb, Blind, and Feeble-Minded." Thus we were consti-

tuted of incongruous elements, with little in common. Teachers of the deaf did not like these associations, nor did teachers of the other classes. They did not wish to be known as defectives, or classified by a defect. A number of names were proposed for the Department, but none seemed to fully satisfy. Finally, at the Detroit meeting last summer, a committee was appointed, consisting of the executive officers of the Department, to reorganize the Department and to make effort to have its name changed. This committee acted and it adopted the following platform:

1. The name of the Department shall be: Department of Special Education—relating to Children Demanding Special Means of Instruction.

2. The object of the Department shall be to bring persons engaged in the education of children requiring special methods of instruction into contact and affiliation with teachers in general for the interchange of ideas for mutual benefit.

4. All communications shall be non-technical in character for the purpose of securing an interchange of ideas between those engaged in general and those engaged in special education.

4. To secure from specialists papers of general interest for presentation to the general Convention or its Sections.

5. To secure from prominent educators the presentation of papers before this Department.

6. All matters to be presented at any meeting shall be approved in advance by the Executive Committee.

At a meeting of the Board of Directors of the Association, yesterday, the request for the change of the name of the Department was presented, and it gives me pleasure to announce that the request was granted by unanimous vote. So we are now and will hereafter be known as the "Department of Special Education."

The special idea of the Department is to secure an interchange of ideas. Heretofore our papers have been technical—teachers of the deaf have written addressing themselves to teachers of the deaf, and the teachers of the blind to teachers of the blind, etc. But teachers of the deaf, and blind, and feeble-



mined, have their own conventions for all this. At this moment the teachers of the blind are having a convention, and our Vice-President is now absent in attendance at that convention, unable thus to be present.

Now we don't want at our meetings papers that may be presented by special teachers at their own conventions. The first object of the Department is that our members may attend the meetings of other departments, and when we have anything technical we should address other departments. We don't want to talk to our own kind of teachers; we want to speak to public school teachers.

There is one special point on which we can all come together. A large number of pupils are in the public schools who have defective sight, or hearing, or are backward. The number having defective hearing probably outnumbers the total deaf-mute population. These pupils are not deaf enough for special schools. What is done with them, or for them? They are drifting along in the public schools, and teachers do not know what to do with them. Now, can't we, who teach the totally deaf, can't we give you information who are teaching the partially deaf? And the teachers of the blind and of the feeble-minded, can they not help teachers who have children in their schools who are partially blind, or who are backward. This Department should give special attention to these pupils.

The basal idea of this Department is an interchanging of ideas between specialists and ordinary teachers. So when we listen, we want men, not specialists like ourselves, but some great, broad men to come to look down upon our little fields, like Dr. Butler, and Dr. Harris whom we have with us today. It used to be that schools for the deaf were shut off from all affiliation with other schools, but now we are graduating our pupils into the public schools. Columbia College, New York, has the distinction of having graduated the first congenital deaf student. And now, at the last commencement, Harvard University graduates three deaf men. These men received their preparatory training at the Horace Mann School for the Deaf, Boston, and Clarke School for the Deaf, Northampton. We are progressing in these matters, and the line of progress is for affiliation be-

tween special schools and their work with the ordinary education system. There is no limit to which the blind cannot aspire, and it is beginning to be so with the deaf, and with the deaf-blind, as witness the case of Helen Keller, both deaf and blind, and yet now successfully pursuing a college course among the hearing and seeing.

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Dr. Wm. T. Harris, United States Commissioner of Education.—It seems to me that this meeting will be considered an epoch, not only to teachers of the deaf, of the blind, and of the feeble-minded, but to teachers of all other classes of children. I enter heartily into Dr. Bell's plan by which mutual benefit will result to special and general teachers alike. The special teacher focuses his mind on special difficulties; then invents methods and devices by which the difficulties are removed. Then he gives papers relating to these devices, and general teachers learn for their own uses.

There are various defects over which we must lift our pupils; if they are not attended to the children become morose and disheartened. What a stream of reforms will come in the methods of the land through the meetings of this Department and through hearing your papers. A visit to a school for the feeble-minded in Lincoln that I once made, was worth more to me than much that was gained from normal study of normal children. The will power is a necessary factor to be used to develop the intellect, and the feeble-minded child is especially lacking in will power. He is trained upon the line of his lack. Control of the will is the first step; this taken, other steps may be taken in education.

The German poet gives answer to the query, "What makes life worth living?" Life is worth living if you can only do something by which you can make others better. This body by specializing will systematize the matter by lifting defective children over the threshold of difficulty. Then by detailing their methods to general teachers, they multiply twenty fold and more the great benefits they confer.

Prof. A. H. Kelley, Boston, Mass.—I remember with what delight I listened to Dr. Bell at the Horace Mann School, where the product of the work is the same as in our fields in a different way. I am asked to speak of Helen Keller, but about all that can be said of her has been said by Dr. Bell in speaking of her and of the three deaf young graduates of Harvard. The work being done by special classes is in line with what you are proposing in this Department. In my district in Boston I have one of these special classes, and we have adopted the name of your department. We have, in fact, three of these classes. Why not more? It is exceedingly difficult to secure just the right kind of teachers to lift these children over the threshold of difficulty of which Dr. Harris speaks. Our method is to visit—with the teacher—the homes of parents. I picked up little Harry S., nine or ten years of age, ragged and out at the toes. I turned him over to one of our bright, sympathetic teachers. I took her to his home and found a younger brother, even more defective. We took Harry and the little brother away from home to Waverly, where they are being cared for and trained. But these children in with other children are stumbling blocks of the class. What are they doing? Something with their hands—what is the psychology of this? The better way of doing is setting the children to working with their hands. We must develop the motor power of the brain before the other powers. A child, as long as his teacher sat by, could do anything he was asked, but without the teacher he would do nothing. We decided we must have something else, and we brought in the manual training bench, the saw, the plane, etc. At once the boy was happy: something was brought into his life that meant happiness.

I believe this is one of the grandest movements that has been started, and Dr. Bell's name will be handed down as one who has done much to bring into these darkened lives light, and new power and new life. Dr. Bell has asked the question if we have statistics as to the proportion of pupils that have defective powers. To a certain extent they have been collected, but not to an extent such as to give definite facts. But the start is being made. With sixty pupils in a room, in order to do good work, they ought to be pretty much alike. If we could only get classes

down to normal size, the work could be more specialized. We have made request of teachers that they send us names of all pupils considered as defective. Upon these cases being investigated, some are found not sufficiently defective; the others are segregated. "What effect has such an inquiry upon parents?" I am asked. We get around that by adopting the names—special school, special teacher, the latter specially qualified, avoiding the name feeble-minded in any connection.

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Upon motion of Dr. J. C. Gordon, of Jacksonville, Ill., the Secretary was authorized and directed to send a telegram to the Convention of Instructors of the Blind, in session at Raleigh, N. C., conveying greetings, with a cordial invitation to participate thereafter in the proceedings of the Department.

A paper was read by Mr. F. W. Booth, editor of the ASSOCIATION REVIEW, Mt. Airy, Philadelphia, on "The Lesson to be Learned by the General Teacher from Teaching Language to the Deaf."

Music.—Vocal solo, Mr. D. Alvin Davies.

Mr. James N. Tate, Superintendent of the School for the Deaf, Faribault, Minn., read a paper on the subject, "What Minnesota is doing for her Deaf Children."

This was followed by a paper by Mr. B. P. Chapple, instructor in the School for the Blind, Faribault, Minn., on "What Minnesota is doing for her Blind Children."

Dr. A. C. Rogers, Superintendent of the School for the Feeble-Minded, Faribault, Minn., next addressed the Department on "What Minnesota is doing for the Feeble-Minded."

The President, upon motion of Prof. W. D. Parker, State Inspector of Schools for the Deaf, Madison, Wis., appointed the following committee on nominations: Prof. W. D. Parker, Dr. J. C. Gordon, Dr. A. C. Rogers, and Mr. J. J. Dow, Faribault, Minn.

Miss Cornelia D. Bingham, Principal of the McCowen Oral School, Chicago, Ill., gave illustration of work with pupils of the school present.

On account of the lateness of the hour and the brevity of the exercises just witnessed, it was decided to devote Thursday morning to the presentation of school work by the children of the McCowen School.

Thursday, July 10, 1902.

A special session of the Department was held on Thursday morning from 9.30 to 12 oclock, during which time Miss Cornelia D. Bingham, Principal, assisted by Misses Andrews, Cannon, Pearse, Taylor, and Freedman, gave an exhibition of school work with thirteen pupils of the McCowen Oral School, Chicago, Ill. The exercises covered four grades, from the kindergarten to the advanced work of the school, and were witnessed by a large and interested audience.

SECOND SESSION.—Friday, July 11, 1902.

The Department convened at 2:30 p. m., Dr. Bell, President, in the chair.

The President suggested that a committee on resolutions be appointed, and a motion in accordance with the suggestion was passed. The following named persons were appointed as the Committee: Dr. Joseph C. Gordon, Jacksonville, Ill.; Mr. J. J. Dow, Faribault, Minn.; Dr. A. C. Rogers, Faribault, Minn.; Miss Alice Damon, Mystic, Conn.; Miss Jennie C. Smith, Eau Claire, Wis.

Music.—Vocal solo, Miss Inez Adell Davis, accompanied by Miss Eualie Chenevert.

The following telegram, received from the Vice-President of the Department, Mr. Edward E. Allen, attending the Convention of Instructors of the Blind, in session at Raleigh, N. C., was read: "Blind Convention endorses report of Committee on Reorganization. Congratulations."

The President introduced Signor G. Ferreri, ex-vice-principal of the Siena, Italy, School for the Deaf, who addressed the Department, giving his impressions of the work of instruction of the deaf as carried on in American schools.

A paper on "The Organization of Associations of Parents of

Deaf Children as an aid to Schools," was read by Mrs. Helen M. Hefferen, President of the Illinois Mothers' Congress.

Discussion followed, participated in by Dr. A. Graham Bell, Prof. W. D. Parker, State Inspector of Schools for the Deaf, Madison, Wis., Senator Stout of Wisconsin, and Miss Mary McCowen, Supervising Principal of the Day Schools for the Deaf, Chicago, Ill.

Dr. A. Graham Bell, the President.—There is no other thing more important than this of bringing the parents of deaf children into close touch with the work being done for their children. There are associations of parents in Boston, Chicago, Milwaukee, Los Angeles, Halifax, Cincinnati, and other places. Why should there not be associations of this kind in connection with the public school work? Mrs. Bell took up the work of organizing an association at Baddeck, Nova Scotia, and it has been of inestimable advantage to the Baddeck Academy. Why should there not be an association of parents in connection with every public school in the country?

A member stated that there was such an association in St. Paul.

W. D. Parker, State Inspector of Schools for the Deaf, Madison, Wis.—Some years ago there was organized in Milwaukee what is known as the Phonological Society in connection with the school for the deaf. This society has extended its work and influence to other cities in Wisconsin, and there are now in successful operation eighteen day schools for the deaf in the state, a number of them with parents' associations as adjuncts. There should be encouragement to the idea of joint effort of parent and teacher in the education of the child.

Senator Stout, of Wisconsin.—We should bear in mind that our school work will go much better if we interest the parents in that work. The school house door should be open to parents at all times. More than that, school boards and teachers should meet frequently. Finally, it should be on the program that the school children should visit the industries of the town.

Mary McCowen, Supervising Principal, Chicago Day Schools for the Deaf.—We began organizing parents in Chicago as a matter of necessity. The hours of the children, before and

after school, had to be utilized for the benefit of the children, so we had to bring in the parents. We taught them *how* to help the deaf children out of school. In our meetings we taught the mothers by questions and answers. After the first six months the mothers organized local mothers' classes. We have nine local mothers' classes in Chicago. They hold meetings at various times—some on Sunday as the only time possible. In some districts the parents are mostly foreigners, some not understanding English, or seeming not to. But we talked to them and soon we found that they did understand.

In our day schools we have the long summer vacation. We have started vacation schools—and they are very popular. Parents contribute money, several hundred dollars, for their support. In one of our day schools the hearing children have organized a club to assist the little indigent children.

The next paper presented was by Mr. James J. Dow, Superintendent of the School for the Blind, Faribault, Minn., on "Necessary Evils."

This paper was discussed by Prof. H. R. Sanford, of New York, Dr. A. Graham Bell, Prof. W. D. Parker, Miss Jennie C. Smith, Principal of the Day School for the Deaf, Eau Claire, Wis., and Mr. J. N. Tate, Superintendent of the School for the Deaf, Faribault, Minn.

Prof. H. R. Sanford.—In cases of otherwise perfect hearing but of imperfect utterance, is the defect somewhat like color-blindness?

Dr. A. Graham Bell, the President.—As a general rule the defect is a mental one, and usually such children are suitable for the feeble-minded school. However, I visited the day schools for the deaf of Wisconsin and found there had come into them some children of this kind.

Prof. W. D. Parker.—There are eight children of this kind in the schools, all being benefitted.

Miss Jennie C. Smith, in charge of the Day School for the Deaf, Eau Claire, Wis.—I had two cases of this kind.

Dr. Bell.—The trouble is we learn to speak by the poorest process of imitation.

J. N. Tate, Superintendent of School for the Deaf, Faribault, Minn.—I suppose that every superintendent of a school for the deaf has had children come to him who are dumb because of some mental defect. They do not belong to us because they are not normal mentally.

A paper by Miss Mary McCowen, Supervising Principal of the Chicago Day Schools for the Deaf, on "A Comparison of Kindergarten Methods for the Deaf and the Hearing Child," was followed by exercises by the four grades present of the McCowen Oral School, Chicago, Ill., under direction of Miss Cornelia D. Bingham, Principal, and her assistants.

#### BUSINESS MEETING.

The Department at 5.30 o'clock, Friday afternoon, at the close of the regular program, continued in session as a business meeting. Prof. W. D. Parker, chairman of the Committee on Nominations, presented the following report:

For President—Edward E. Allen, Overbrook, Pa.

For Vice-President—Mary McCowen, Chicago, Ill.

For Secretary—Miss Sarah Fuller, Boston, Mass.

Upon motion the report was accepted and the persons nominated were elected.

Dr. J. C. Gordon, chairman of the Committee on Resolutions, presented the following report:

#### REPORT OF COMMITTEE ON RESOLUTIONS.

The Committee on Resolutions, to which were referred all resolutions, report the following, and unanimously recommend their adoption:

1. *Resolved*, that this Department approves of the action of the Board of Directors, changing the name and defining the scope of the Department, and recommends the adoption of the report of the Committee upon Reorganization, which is as follows:

1. The name of the Department shall be "Department of Special Education—Relating to Children Demanding Special Means of Instruction."



2. The object of this Department shall be to bring persons engaged in the education of children requiring special methods of instruction into contact and affiliation with teachers in general, for the interchange of ideas for mutual benefit.

3. All communications must be non-technical in character, for the purpose of securing an interchange of ideas between those engaged in general and those engaged in special education.

4. To secure from specialists papers of general interest for presentation to the general convention or its sections.

5. To secure from prominent educators the presentation of papers before this Department.

6. All matters to be presented at any meeting shall be approved in advance by the Executive Committee.

2. WHEREAS, the usefulness of this Department in its work calls for information and statistics gathered systematically, from a large field; and

WHEREAS, it is desirable that this information be made available at the next meeting of the National Educational Association,

*Resolved*, that a committee be appointed and authorized to confer with the National Bureau of Education, with a view to securing a compilation of existing statistics relative to children in the public schools who need special methods of instruction, and the gathering of more complete returns from the large cities of the United States.

3. *Resolved*, that the efforts of the school authorities of the city of Boston to provide special instruction in special classes for pupils whose mental development is impeded by such physical conditions as partial deafness, imperfect sight, etc., is worthy of commendation.

4. *Resolved*, that the graduation of persons deaf from birth or from early childhood, with academic degrees from Harvard, Yale, Columbia, and the University of California, as well as from Gallaudet College for the Deaf; and of blind students from many colleges, is worthy of note by this body as an encouragement to high endeavor on the part of pupils and teachers alike.

5. *Resolved*, that the larger and freer use of written language and of speech, from year to year, by pupils in schools for the deaf is a progressive step worthy of note and of commendation.

6. *Resolved*, that day schools for young deaf children, with efficient teachers and competent supervision, should be encouraged, especially for such children as cannot be reached by institutions or boarding schools, which, with their manifold advantages, cannot cover the entire field in many states.

7. *Resolved*, that the thanks of this Department be extended to Wm. T. Harris, LL.D., U. S. Commissioner of Education, and other prominent educators who have addressed this Department, also to the local committee of arrangements, and to the ladies and gentlemen taking part in the musical program, also to Miss Cornelia Bingham, for the living exhibit from her school in Chicago, and to Dr. A. Graham Bell, LL.D., our President, for invaluable services rendered to this Department.

Respectfully submitted,

(Signed) J. C. GORDON, *Chairman*.

Upon motion the resolutions were adopted by the Department as read.

In conformity with the second resolution the President appointed Mr. F. W. Booth, editor of the ASSOCIATION REVIEW, as the committee to compile and gather statistics relative to children in the public schools who need special methods of instruction, to report at the next meeting of the National Educational Association.

Upon motion the Department adjourned.

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Department headquarters were maintained throughout the sessions of the National Educational Association at parlors 222, West Hotel.

An interesting and impressive exhibit of products of the industrial work carried on at the School for the Feeble-Minded, Faribault, Minn., was shown in the parlors of the Hennepin Avenue Methodist Church.

The occasion of a dinner given on the evening of Friday, July 11th, at the West Hotel, to members and friends of the Department, by Dr. and Mrs. A. Graham Bell, was rendered doubly enjoyable and memorable by the fact of its being the twenty-fifth anniversary of Dr. and Mrs. Bell's wedding day.

F. W. BOOTH, *Secretary.*

## REVIEWS.

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**Clarke School for the Deaf, at Northampton, Mass., August 31, 1901.**

The President of the Corporation, Franklin Carter, acknowledges with thanks the action of the Board of Education in increasing the annual allowance for each pupil in the school to \$250, a sum which, however, is still more than thirty dollars less than the annual per capita cost for care and instruction. He makes an earnest plea for compulsory education for the deaf, from which we make the following extract relating to the rights and the duty of the State in such connection:

“If the State stands ready to pay for the instruction of deaf children many times the cost to the towns and cities of the teaching of normal children, it may be assumed that the State fully recognizes a duty to the deaf child. In view of this recognition, has not the State the right to say that every deaf child within its own borders, not otherwise efficiently taught (unless sickness or disability other than deafness makes it impossible), shall be made to share in the benefits of its provisions? Or has the tenderness of parents for the unfortunate boy or girl, the reluctance to commit the one especially dear because of this infirmity for so many months in a year to unknown guardians, any validity in the face of the great enlargement of vision and power that the instruction will bring to the child? Is this not a relation in which an ignorant and fond parent may blight the normal life of one dependent on him, and thus greatly limit the service to the community of one possibly gifted in some direction? Ought not the state to suppress vigorously a sentimentality so mawkish that all true perspective as to the significance of love and duty, discipline and power is lost?”

Mr. Carter also speaks of the importance of at once placing in a school for the deaf those who lose their hearing after arriving at school age in order that they may not, through neglect, lose the attainments in speech, language and mental growth already made. That this plea is quite disinterested, is shown by the fact that the Clarke School has its full complement of pupils and therefore would not be benefited by such a law as is suggested.

The Principal states that no radical changes were made in methods of instruction, but there is abundantly indicated in her report the steady, healthful growth that the profession has come to expect of her school. We note that more special drill in speech-reading was given to young children with satisfactory results; that there was more systematic training of the hearing power retained by some pupils; and more extensive use was made of blue-prints, the Perry pictures, and pen and ink drawings to illustrate the pupils' lessons.

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**Rassegna della Educazione dei Sordomuti** [Review of the Education of the Deaf], Naples, No. 4, April; No. 5, May; No. 6, June; Nos. 7 and 8 (in one), July and August, 1902.

No. 4, April: "The Education of the Deaf in Foreign Countries" contains an account of a visit made by Prof. G. Ferreri in the schools for the deaf in England. This account is limited to the Normal School of London, where Mr. Van Praagh has practiced for many years the oral system with the best success. A humorous article of Folchetto still treats the well-known question of the Royal Institute for the Deaf in Rome. The purpose of the Volta Bureau, for the increase and diffusion of knowledge relating to the deaf (Washington), is well explained in a letter from G. Ferreri to the Editor of the *Rassegna*. Among the miscellany we read an important notice about the good intention of the Minister of Public Instruction to present to the legislative chambers a special bill for the increase of the education of the Deaf in Italy.

No. 5, May: C. Lazzerotti, a teacher in the Royal Institution for the Deaf at Rome, reminds his colleagues, in a short

and poetical article, of the proposal made at the last Congress of Rome to meet again at Naples. E. Scuri gives an account of the last numbers of the French *Revue Generale*, making some just observations on the teaching of articulation. G. Ferreri publishes regularly a review of the American magazines on the education of the Deaf. A special library has been instituted by Prof. Scuri, as first Vice-President of the Italian Association of the Teachers of the Deaf, in order to provide the colleagues with pedagogical, scientific and literary books. This library is dedicated to the name of Prof. Pasquale Fornari, late Director of the Royal Normal School of Milan.

No. 6, June: "For the Hearing of the Deaf," is an article by G. Ferreri, who gives a particular account of his personal impressions about the use of the Akoulalion in some American schools. Prof. Ferreri is not convinced of the utility of the instrument, and takes the occasion to reaffirm his opinion, expressed some years ago when he went purposely to examine this subject at Vienna. His conclusion is the same: "With the children who possess an appreciable remnant of hearing, the best results of the auricular system are those obtained by means of the natural voice." The "Hermit of Maggiate" renews his complaints against the public and official examinations of the Deaf, which only give a false idea of our educational work. "A Proposal for the Tutelage of the Deaf" is made by Prof. G. Ferreri. The writer accuses the Legal Medicine of partiality in taking into consideration on the subject of criminality among the Deaf, only the crimes *of* the Deaf themselves, and neglecting those crimes committed by so-called normal persons *against* and *with* the Deaf. The proposal is suggested to the author by the frequent cases in which the process in law against those who attempt the honor of the Deaf is arrested by the ignoble influence of money or social position.

Nos. 7 and 8, July and August (in one), is as follows: "The Project of a Law for the Instruction of the Deaf in Italy," by E. Scuri, Director of the Royal Institution for the Deaf, at Naples: It appears that the project of this law prepared by Minister Nasi does not contemplate compulsory education of

the deaf, but shows, to compensate for this omission, a broad and wide foresight in the arrangement of the courses of instruction. As soon as the Italian Parliament shall have passed this, or some similar law, we shall make it the subject of a more extended notice. "Helen Keller," by G. Ferreri: Mr. Ferreri gives an account of several interviews he had with Helen Keller at Washington, to whom he was introduced by Mr. John Hitz, the Superintendent of the Volta Bureau. Mr. Ferreri was deeply impressed by Miss Helen Keller, as appears from his account, in which he says: "The impression which I received at my first interview with Helen Keller, was so suggestive and peculiar that I cannot express it in words. To do justice to the subject, I ought to wield the pen of an Emerson or Maeterlinck. I must, therefore, refrain from reproducing mental impressions and confine myself to mere externals." At Cambridge, Mass., Mr. Ferreri had the pleasure of inspecting Helen Keller's library, to see her work on the type-writer and attend lectures at Radcliffe College. "First Reunion of Austrian Teachers of the Deaf," by Romisto di Maggiate: At this reunion Mr. John Kraft, Director of the Institution at Dobling, near Vienna, stated, among the rest, that in order to guarantee to the deaf an education and instruction as perfect as possible, the following conditions should be complied with: 1. The course of instruction in all institutions must be 8 years at the very least (better still 9 years); 2. The Government should provide special training of teachers of the deaf, especially as regards pedagogics; 3. There should be a uniform method for all institutions. 4. The Government should provide all text books and educational material. "Drawing in Schools for Deaf-mutes," by S. Rossignani.

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**Smaablade for Dovstumme** [Leaflets for the Deaf], 12th year, No. 85, Copenhagen, Denmark, July, 1902.

"The Deaf Congregation at Copenhagen:" As stated in a previous number of the ASSOCIATION REVIEW, the hope of this congregation to obtain a house of worship was disappointed. The Minister of Ecclesiastical Affairs and Education, however, informed the Bishop of Zealand, to whose diocese this congre-

gation belongs, that for the coming fiscal year the sum of 1000 kroner [\$268.00] would be allowed to the congregation from the Public Treasury, divided as follows: 520 kroner for traveling expenses of the pastor, 300 kroner for rent of a church, and 180 kroner as salary of an organist. "The Mutual Feeling of Authority in the Deaf-Mutes," by C. Becker (continued from a previous number): Although the deaf have their proper authorities among the hearing people who have come in contact with them, they ought not to give the hearing persons more trouble than their peculiar circumstances cause; and if they nevertheless do this, there is evident need that they should have natural authorities among their own number, to whom they can look up, and whose advice and recommendations they can follow. The great question is, who shall be selected for such positions. There are deaf persons in Denmark who occupy prominent positions; but they are either too proud or lack the ability to undertake the work. It will, therefore, be the duty of hearing persons to procure for us our own natural authorities who have both time and ability to work for their fellow deaf, and to whom, owing to their elevated social position, the great mass of the deaf may look up with due respect. "The Norwegian Agricultural School for the Deaf": A great many people are of the opinion that it is better for the deaf to learn some trade and come to the cities where they meet other deaf with whom they can have intercourse, whilst in the country they are frequently oppressed with a sense of their loneliness, and become melancholy or actually lose their minds, of which there have been several instances. These objections, however, cannot be supported by the actual facts. In the first place, the deaf who leave our institutions at the present time are much better prepared to have intercourse with hearing persons than was the case in former times, and there is, consequently, not near as much danger as formerly that they will become lonesome; and in the second place, work in the cities is constantly harder to procure, as there are in most of the Norwegian cities more mechanics than are needed and can earn a decent livelihood; and as in all fields of employment there is a strong and growing competition. The deaf should, therefore, be encouraged to attend the agricultural school. Work on a





acoustic apparatus are still intact; and as he has ascertained how long each sound is heard by a deaf person, and instituted a comparison between this length of time and that during which a normal ear hears a sound.

The objects which are to be reached by utilizing the remnants of hearing are self-evidently the following: 1. To start normal activity at the ends of the acoustic channel. 2. To develop the sensorial centre. 3. To develop the motorial centre; and 4. To promote a smooth and distinct pronunciation.

Among the "Miscellaneous Communications" we note a report from Leipzig where the General Association of the Deaf recently held a very successful memorial festival in honor of Samuel Heinicke, who in 1778 founded the first German institution for the deaf, at Leipzig. One of the features of the celebration was the performance by deaf actors of two classical German comedies, the first by pantomime, accompanied by the reading of the text by a hearing lady; whilst in the second piece the spoken language was used by the actors. The large and intelligent audience loudly applauded both performances, and the leading theatrical journal of Berlin, which was represented at the celebration, considers both performances a full and genuine success.

"The Different Forms of Muteness and Aphasia," by Dr. H. Gutzmann, Berlin. A paper read at the meeting of the Association of Berlin Teachers of the Deaf, December 14, 1901: Dr. Gutzmann starts out with the idea that it is important for teachers of the deaf to clearly distinguish the various forms of muteness and aphasia. So far, no attempt has been made to classify these various forms. By "muteness" Dr. Gutzmann understands those forms of lack of speech where this defect showed itself already during the period of development of the speech, or where there never was any speech; whilst by the term "aphasia" he understands cases where, after the faculty of speech had been fully developed, disturbances of different kinds led to loss of speech. In observing the pathological phenomena accompanying the various forms of muteness and aphasia, it may be said that all forms of muteness must be considered as obstacles stopping the natural development, whilst all forms of

aphasia are disturbances occurring at a later period. The stopping of the natural development of the speech may be caused in at least three different ways, viz: 1. By a cessation of the action of the senses (hearing, sight, touch); 2, By the anomalous heightening of the sensations of the nerves; 3, By disturbances which hinder the effect which the stored sensations exercise on the development of the motorial centre of speech.

The various forms of *aphasia* may be grouped as follows:

1. *Cortical sensorial aphasia*: disturbances of the sensorial center of speech, loss of ability to write freely, to write from dictation, to comprehend writing; whilst the faculty of mechanical copying has been preserved. The understanding of spoken words and the ability to speak after others, are lost; mistakes in speaking will also occur.
2. *Sub-cortical sensorial aphasia*: The disturbances of speech are the same as in the first group; there are no mistakes in speaking; whilst the written speech has been left entirely undisturbed.
3. *Trans-cortical sensorial aphasia*: There is no understanding of spoken words, but the faculty to speak after others has been preserved. Mistakes in speaking will occur. The understanding of written speech has been lost. Reading aloud without understanding what is read and writing in all its forms are preserved. Only in spontaneous writing mistakes will occur.
4. *Cortical motorial aphasia*: The faculty of speaking spontaneously and after other persons is lost; the understanding of speech remains undisturbed, all forms of reading and writing, with the exception of mechanical copying, are lost.
5. *Sub-cortical motorial aphasia*: the disturbances of speech are the same as under 4. The faculty to read aloud has been lost, whilst writing in all its forms and the understanding of writing has been preserved.
6. *Trans-cortical motorial aphasia*: spontaneous speech is lost. The faculty to speak after other persons and the understanding of speech are maintained, whilst spontaneous writing has been lost, writing from dictation, copying, reading aloud, and understanding of writing remain undisturbed.

We have given the above extracts from Dr. Gutzmann's essay, not because we deem his remarks of great practical use, but simply as one of the first attempts at a scientific classification of muteness and its various causes.

“Natural Science” in Schools for the Deaf,” by J. Kerner (Essen): A very exhaustive treatise on the question how much and in what manner should natural science be taught in schools for the deaf. After speaking of heat, its causes and its spread, the currents of the air, etc., the author speaks of the winds and their causes. To illustrate his method we quote the following: “Light this candle! Open the door a little! Hold the candle in the upper part of the opening—the room being heated—and the flame of the candle is blown toward the outside. What is the cause of this phenomenon? The current of warm air which passes out of the room. Hold the lighted candle in the lower part of the opening, and the flame is blown inward. What is the cause of this? The cold air which streams in from the outside? Then follow: the currents of the sea, steam, fog, clouds and rain, snow, hail, dew, hoar frost; finally steam and its force, and the steam-engine, the atmosphere, the balloon, the diving-bell, the pop-gun, the bellows, the suction-pump, the fire engine, etc., etc., all treated in the same practical way.

Among the “Miscellaneous Communications” we note: “A Household School for the Deaf in Finland”: A school of this kind was opened at Loimijoki in the spring of 1901. Its object is to educate deaf girls to become competent servants. The founder of this school, or rather this “home” is Miss Wialen, formerly teacher at the school at Abo, who has established it at her own expense. Miss Wialen has endeavored to distribute the instruction and work according to the capacity of each girl; thus one has charge of the stable containing seven cows, another has charge of the chicken yard, another has to do all the cleaning and scrubbing in the house, another the cooking, etc. From time to time one girl is transferred from one field of labor to another, so gradually they all take their turn at all household duties. In their free hours the girls can spin, weave, sew, knit and mend. In the heavier work such as washing, baking and brewing, all take part. We would mention here that to prepare (brew) a wholesome home-made beer is counted among the female accomplishments in most of the northern countries of Europe. The mental development of the pupils is not neglected, and for an hour every evening and on Sundays Miss Wialen

engages her pupils in helpful conversation on secular and religious subjects. All of Miss Wialen's pupils have been selected from the very poorest classes, and whilst they are at her home she amply supplies them with clothing, shoes, etc.

The legislature of the Grand Duchy of Baden (Germany) in its sessions of June 20 and 21, 1902, by a large majority passed a resolution to establish a new Institution for the Deaf (the third in Baden) near Heidelberg, and appropriated the necessary money for buying a suitable lot and for starting the course of instruction. In this new institution partially deaf pupils shall be instructed separately from the totally deaf.

From the 21st of May till the 4th of June a course of instruction and information for aurists and teachers of the deaf was held at the Central Institution for the Deaf at Munich, Bavaria, and was attended by 31 persons, from Bavaria, Wurttemberg, North Germany, Austria, Hungary and Japan. Dr. Bezold delivered lectures on the examination of the deaf, relative to remnants of hearing, by his continued series of sounds; Dr. Wanner on the anatomy, physiology and pathology of the organs of speech; Dr. Koller on his method of teaching speech.

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**Nordisk Tidskrift for Dofstumskolan** [Scandinavian Journal of the Instruction of the Deaf], T. Göteborg, Sweden, Nos. 5 and 6, 1902.

"Report of J. Wallin to the Swedish Ministry of Public Instruction on his Journey and Visits to Various Institutions for the Deaf:" This is the first of the series of articles, and gives an account of the German institution at Schleswig (under the Danish Government till 1864, when, after the war between Denmark and Germany, the Duchies of Schleswig and Holstein were ceded to Germany), and the Danish Institutions at Fredericia and Nyborg. The Director of the Schleswig institution is Mr. August Engelke, who has labored at this institution for a long number of years, first as a teacher and then as its Director. Although 70 years of age he is in the full enjoyment of his health and strength, and is at his post from early morning till late at

night. The institution has both boarders and day scholars; the number varying between 64 and 72. The annual expense of a pupil at Schleswig is between 600 and 700 mark (\$142.80 to \$166.60). The salaries of the teachers vary from 2,100 to 3,800 mark (about \$500 to \$900). Pupils are received at the age of 7 or 8. The number of hours of instruction, including gymnastics, is from 36 to 39.

The majority of teachers are gentlemen, only two ladies being among the number. Here, as throughout Germany, there appears to be considerable prejudice against female teachers. It is thought that, as a general rule, women are not strong enough physically to stand the wear and tear incidental to a teacher's position. The method employed at Schleswig is the pure speech-method, and the course of instruction embraces reading, writing, arithmetic (6 hours a week), history, geography, natural history, physics, manual work of various kinds, and gymnastics. Religion is likewise taught, during the last two years 6 hours a week. There is in the Province of Schleswig-Holstein an association for the support of the home for aged and infirm deaf, connected with the Schleswig Institution numbering 28,175 members. The expenses of this home for the fiscal year 1899-1900 were 7,441 mark (\$1,770.95), all contributed by members of the Association.

The Danish Institutions for the deaf at Fredericia and Nyborg: The instruction of the deaf in Denmark is compulsory since 1817, and work among the deaf has been carried on ever since 1798. The development of the Danish schools for the deaf has been phenomenal, and in many respects they have been the pioneers for the whole of Scandinavia. The Director of the Fredericia Institution is G. Jørgensen, and of the Nyborg institution G. Forchhammer, both exceedingly able and energetic men. At Fredericia, which is the principal institution, children of school age are taken in from all parts of the kingdom. The first year they spend in the preparatory class. At the end of the year they are divided into those who are only deaf, who are sent to Nyborg, those who are deaf and cannot speak at time of admittance, who remain in Fredericia and are subdivided in two divisions, and backward children who are sent to the sign-school

at Copenhagen. About 25 per cent. go to Nyborg and 20 per cent. to Copenhagen. The consequence is that Fredericia has a pure unmixed school of deaf pupils, subdivided according to their ability. The classes are therefore particularly even, i. e. the pupils in each are all, as nearly as possible, of the same capacity. The Fredericia Institution can record most excellent results. Fredericia has both boarders and day-scholars, about evenly divided. Nyborg has only day scholars, and Copenhagen only boarders. A peculiar arrangement at Nyborg and Fredericia is this, that in all the recitation rooms the walls above the wainscoting are painted a slate color, so that they can be used for writing thereon with chalk, to which use they are put very extensively.

Mr. Jörgenson at Fredericia is a thorough believer in the old adage of a sound mind in a sound body, and that bodily exercise will render the pupils mentally brighter. A great deal of time is, therefore, devoted to gymnastics, walks, games, bathing, work in the garden, manual and household labor. Once a week the girls in the two highest classes help the women in the homes where they are placed, with cooking, and also accompany them to the market.

From the "Miscellaneous Communications" we learn that in 1901 there were in Prussia 456 teachers of the deaf. Of these 10 were upwards of 65 years old and 18 between 65 and 60. Of these 28, 17 were directors of schools. The average age of a Prussian teacher was  $42\frac{1}{2}$  years, and the average length of service 22 years.

In Germany there is a law according to which teachers are responsible for any injury which their pupils inflict on themselves or on others during the time they are under the teacher's care. In order to protect themselves the teachers have been compelled to take out policies in accident insurance companies with the special understanding that in case of accidents to the pupils the company pays the indemnity. During the last six months of the year 1901 such insurance was paid in 34 cases. In not less than 15 cases indemnity was paid on the ground of real or alleged injury caused by bodily punishment of pupils.

A course of preparatory instruction for deaf children between the ages of 3 and 7 will be opened in Göteborg, Sweden, on the 1st of September, 1902, in some of the infant schools for hearing children. Instruction will be imparted by a teacher specially appointed for this purpose. The expenses will be met by the interest of a fund of 61,000 kroner collected for this object among the people of Göteborg and the neighborhood.

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**Il Sordomuto e la sua Educazione** [The Deaf and his Education], Siena, I. Vol. (Pedagogy)—Second Edition—1902; II. Vol. (Didactic), 1895; III. Vol. (History), 1896.

We give here above the title of a manual for the teachers of the deaf, which Prof. Ferreri published in Siena in the years 1895-96. The work is divided into three volumes. The first one (Pedagogy) contains XV. chapters and an appendix on the results of the instruction of the deaf in regard to the teaching of language. This volume has been published now in its second edition and we are very glad to give to our readers the translation of the eighth chapter in the present number of our REVIEW hoping that this specimen will show the value of the Italian work.

The second volume (Didactic) is divided into three parts: I. Articulation; II. Language; III. Other subjects of instruction.

In the first part particular attention is given to the word physically considered. The author indicates: (a) the preliminary exercises for articulation; (b) the rules for the teaching of the elements of the words and of the various sounds: simple vowels; combinations of vowels; simple consonants and combinations of consonants; (c) the rules for the phonetical unity of the word in the combination of several sounds, from the simple syllable to the complex sentence. He shows afterwards the means through which the deaf are accustomed to speech, and the various grades of teaching.

The second part is a complete study on the theoretical and practical relation between the thought and the word. Particular



chapters are dedicated to lip-reading, and to the means of teaching the language (objects, pictures, actions, and scenes from real life, dialogue, occasional teaching, writing, reading, etc.) In regard to the grammar, a special study is made on the absolute and relative value of the word in speech as a theoretical introduction to the teaching of the morphology of the syntax and of the figurative and real signification of the words and of the phrases. Finally, rules are given for the graduated teaching of composition and of the use of familiar and vernacular language.

The third part consists of a chapter only, divided into four paragraphs. The author premises that every subject in a school of the deaf is a matter for the teaching of language and observes that, when the deaf knows the language, everything can be taught to him without difficulty. Therefore the rules for the teaching of religion, history, geography, arithmetic, etc., are the same as those of the common schools, only with the difference of the extension of the programmes.

The third volume is the History of the Instruction of the Deaf from its origin to our days.

The author could consult the most important publications on the subject issued in Spain, in England, in France and in Germany. He gives in this volume the criticism of the first works which appeared in those countries from the XVI. century. A comparative study is dedicated to the French and German schools in order to show the reasons of the diffusion of the various systems in the education of the deaf. A large historical account of these systems in France, in Germany and in Italy shows the progress of the oral method in Europe in the period 1830-1880. The last chapter (XIV.) contains a summary exposition of the present state of the education of the deaf in the various countries of the civilized world.

The manual of Prof. Ferreri, as well as many other of his writings upon the education of the deaf, is diffused among the educators of Italy who follow its rules in practical teaching and it is also much prized in some foreign countries by those educators of the deaf who, being familiar with the Italian language, can consult it with great advantage.

**Das Taubstummenebildungs-Wesen im XIX Jahrhundert** in den Wichtigsten Staaten Europas. Ein Ueberblick über seine Entwicklung.—Im Verein mit ausländischen Vertretern des Taubstummenfaches herausgegeben von Johannes Karth, Lehrer an der Taubstumm-Anstalt zu Breslau. Breslau, 1902. Verlag von Wilh. Gottl. Korn. [The State of the education of the deaf in the XIX century in the most important countries of Europe. An outlook over its development. Edited by Johannes Karth, a teacher in the institution for the deaf in Breslau, in union with foreign representatives of the education of the deaf].

This is a fine volume of 428 pages containing an historical exposition of the development of the instruction of the deaf in the most important countries of Europe. 179 pages are dedicated to Germany—a *tout seigneur, tout honneur!*—and it is really the case to say: "*Germania docet.*"

Karth's work is well worthy of taking its place near that of the book: "Geschichte des Taubstumm-Bildungswesen," published in 1882 by Ed. Walther, the Principal of the Royal Institute for the Deaf in Berlin. Yet, we can say that Mr. Karth's study completes that of Mr. Walther, because it is always true that in historical matters the more authoritative voice is that of posterity. Mr. Karth's work gives us a well ordered, retrospective view of the development of the special pedagogy of the deaf in Prussia and Germany, saying very little about *people* and much about *things*; hence the great importance of his work. There are two chapters, subdivided into various articles, which give in their titles alone a clear idea of the contents: 1. On the external development, or the material organization of the education of the deaf; 2. On the internal development, or the theoretical and practical development of the German school in its three grades corresponding with the names of Heinicke, Jäger and Hill. In regard to the other countries of Europe, which have contributed to the development of the pedagogy of the deaf, Mr. Karth asked his colleagues of the various nations for information, and their reports are published *in extenso*, or condensed in such a manner that their monographies would be most adapted to the economy and plan of the book. The European countries are not classified according to their respective importance as to the education and assistance of the deaf, but

they come in alphabetical order, so that every subjective judgment or personal appraisal is eliminated.

Here is the list<sup>1</sup> of the countries, which shows their work in favor of the Deaf, with the indication of the author, or of the publication from which Mr. Karth condensed the necessary notices: Belgium—E. Grégoire, Berchene, Sainte-Agathe; Denmark—G. Forchhammer, Nyborg; Finland—V. Forsius, Helsingfors; France—Hamon du Fougeray, Le Mans; Great Britain—Dr. Eichrolz, London; Holland—Brugmans and Roorda, Groningen; Italy—G. Ferreri, Siena; Croatia and Slavonia—J. Medved, Agram; Norway—F. O. Guldberg, Christiania; Austria—G. Pipetz, Graz; Russian West Provinces—Migge, Mitau; Russia—Rau, Mosca; Sweden—F. Nordin, Wenersborg; Switzerland—Kull, Zurich; Spain—M. Pathoff, Madrid; Hungary—S. Varadi, Budapest.

In the conclusion of the book Mr. Karth gives the following interesting summary in which, as he says, "the figures speak for themselves," and which shows clearly the progressive development of the education of the deaf in Europe.

COUNTRIES.	Number of the Institu- tions for the Deaf in the year 1800.	At the end of the XIX Century (1900).	
		Institutions.	Pupils.
Germany .....	3	91	6458
Belgium.....	—	12	926
Denmark .....	1	3	400
Finland .....	—	8	483
France .....	2	63	3834
Great Britain .....	1	65	3073
Holland .....	1	4	504
Italy .....	2	47	2299
Croatia .....	—	1	46
Norway .....	—	5	309
Austria.....	2	25	1784
Russia West Province.....	—	6	269
Russia .....	—	20	885
Sweden.....	—	12	803
Switzerland ...	—	16	732
Spain .....	—	11	475
Hungary .....	—	8	492
Total.....	12	397	23772

<sup>1</sup> In the translation of the geographical names the alphabetical order is, of course, changed.

**Revue General de l'enseignement des Sourds-muets** [General Review of the Instruction of the Deaf], Vol. IV., Nos. 1 and 2, Paris, May, June, 1902.

May: "Why Do the Deaf Speak Badly?" by A. Liot. The author is of the opinion that this undoubted fact is due in great part to the hurried course of instruction, and advises teachers to proceed not only methodically but exceedingly slow in their articulation classes. The conditions which he considers indispensable for making the deaf speak well are the following: 1. No more than five pupils in articulation classes. 2. Make the teaching of the elements of pronunciation and syllabication the main points in instruction. 3. Do not allow the child to speak, except in the presence of the teacher, unless it is sufficiently sure of its organs. Mr. Liot states, in conclusion, that too great care cannot be exercised in the beginning. He would prefer to have a teacher of articulation let his pupils pronounce the vowels and consonants in too ornate a manner rather than be content with an approximative pronunciation. In a supplement, the article from the journal "l'Illustration" is concluded. Seven very excellent illustrations show the professor and his pupil engaged in teaching various sounds, viz.: 1. The sound "i", vibrations at the top of the skull, the position of the tongue. 2. The sound "n," vibrations of the nostrils. 3. "t," sensation of an explosion. 4. "f," slow whistling. 5. "pa," "p," sharp whistling; "a," vibrations of the larynx. 6. The professor correcting a wrong position of the tongue. A full page illustration deserves special notice. It represents a class in anatomy. The professor stands to the left with a human skeleton by his side, and twelve pupils, some standing and some sitting at their desks, eagerly follow his explanations with their eyes. As a life-like reproduction of a higher class of the deaf this picture can hardly be excelled. "Deaf Artists in the Salon of 1902:" As in former years, the Salon showed excellent work by the deaf in painting, sculpture, engraving, lithography, and decorative art.

June: "The School for the Deaf at Grenoble, founded and directed by Mr. Rauh," by B. Thallon. We here see the strange spectacle of a German—Mr. Rauh was born in Bavaria and finished his studies at the Normal School of Bamberg about the

year 1830—establishing in a French city a school for the deaf, which he directed from its foundation in 1841 till 1865, and where he instructed pupils according to the oral method. His school, founded by his own slender means and contributions from well-wishers, numbered every year from 15 to 25 pupils; and owing to his gentle but at the same time energetic manner, proved a great success from the very outset, and in its earliest stages already attracted the attention of the Minister of Public Instruction, who granted pecuniary assistance to Mr. Rauh, who, in the most devoted and self-sacrificing spirit, gave all his time and means towards this noble object.

This number contains an engraving showing the allegorical figure ornamenting the pedestal of the statue of Rochambeau, recently erected at the southwest corner of Lafayette Square in the city of Washington. All visitors to Washington will admire this grand and spirited work of art; and it will be all the more interesting to learn that it is the work of a deaf sculptor, Mr. F. Hamar.

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**Organ der Taubstummen Anstalten in Deutschland** [Organ of the Institutions for the Deaf in Germany], 48th year, No. 6, Friedberg, June, 1902.

“A New Aid for the Instruction of the Deaf,” by G. Forchhammer, Nyborg, Denmark. The ultimate aim of all schools for the deaf is the mental development of the pupils. In connection therewith, however, the speech-school has for its special object to train the pupils in speaking and lip-reading. The greatest hindrance in reaching this last mentioned object is found in the fact that the deaf can only read a comparatively small fraction of the sounds from the lips of the speaker. This lip-reading will, therefore, always remain more or less imperfect. If the deaf could see the inner organs of speech (tongue, palate etc.) as well as the lips, they could grasp the spoken word as well as hearing persons. With the view to remedy this defect, Mr. Forchhammer has constructed a system of positions of the hand, to indicate the positions of the inner organs of speech. In this

way the spoken word becomes just as visible to the eye as it is audible to the ear. Mr. Forchhammer states that, at the suggestion of Dr. Graham Bell, he has, with the view to the future publication of a pamphlet giving a full and detailed description of the system, taken a number of photographs of these positions of the hand indicating the more important sounds in several of the best known languages. Whenever this pamphlet appears, *THE ASSOCIATION REVIEW* will give an extended notice of the same. For the present it will suffice to confine ourselves to a few general remarks regarding Mr. Forchhammer's system: Whilst speaking, the speaker holds the hand before his breast in such a manner that the pupils, their eyes being fixed on the lips of the speaker, can at the same time distinguish the positions of the hand, of which the principal ones are as follows: The movements of the ligaments of the glossis are indicated by bending the wrist outwardly and inwardly. The movements of the palate are indicated by moving the wrist straight up and down; the positions of the tongue by half closing the hand and stretching out different fingers; the vowels by the thumb, and the consonants by other fingers; whilst the articulations of the tip of the tongue are, as far as possible, indicated by stretching out different fingers singly, e. g., "s" by stretching out the little finger, "l" the middle finger, etc., "n-d-t" by stretching out the fore finger. The articulations of the back of the tongue are indicated by simultaneously stretching out several fingers, and the consonant "r" by turning the hand. This so-called "hand-system" has been followed at the Nyborg institution for some time; and as the fear had been expressed that by this system lip-reading might be prejudiced, an investigation was made, in order to get at the absolute facts; and a comparison instituted between dictation from lip-reading and dictation from lip-reading accompanied by positions of the hand of the speaker. The result of quite a number of dictations was that in the upper class the dictations from lip-reading showed a percentage of 22 mistakes whilst there was only a percentage of 3—4 in the dictations from what we will term "combined lip and hand reading."

From the "Miscellaneous Communications" we glean the following: The Report for 1900-1901 of the Zurich (Switzerland)

Institution for the Blind and Deaf shows that this institution, which has been in existence for 92 years, fully meets all the requirements for instructing and educating the blind and deaf of the Canton of Zurich, but that there is great need of a separate establishment for weak-minded deaf and blind, who at present are in the same classes with other and bright pupils, and prove a great hindrance. The number of pupils is 55 in 5 classes. In Hungary, three new institutions for the deaf were founded in 1901, at Szegedin, Erlau, and Jolsva.

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**El Sordomudo Argentino. Revista Mensual. Organo del** Instituto Nacional de Sordomudos. Ano II, Nos. 7 y 8, Mayo y Junio de 1902. [The Argentine Deaf-Mute. A Monthly Review of the National Institute for the Deaf at Buenos Aires. Argentine Republic. II. year. Nos. 7 and 8, May and June, 1902].

After a suspension of three years, we see with great pleasure the reappearance of this periodical, issued by Prof. J. P. Diaz Gomez, the valiant Vice-Principal of the National Institute for the Deaf at Buenos Aires. This publication is of great importance for the various states of South America, where the Spanish language is spoken. In the concert of spoken and written languages for the cause of the education of the deaf, one felt the lack of this language, which was the first in which the deaf were taught to speak. Here are the contents of the first number of the resurrected magazine: "El Sordomudo Argentino"—His Reappearance,—by the Editor; "A Letter from the Poet D. Carlos Guido y Spano"; "Psycho—Physiology of the Language of the Deaf in the Idiot and in Aphasic Persons," a paper by Dr. Horace G. Pinero; "L'Educazione dei Sordomuti," by J. Pablo Diaz Gomez; "The Speech of Many of the Deaf," as a principal point of accusation against the German system: contribution to the teaching of articulation," by P. Kopka. (Translated by Prof. G. Ferreri); "Psychology of Language," by N. R. D'Alfonso, (Translated by J. P. Diaz Gomez); "The Need of Protecting the Deaf Child before His School Age," by L. Moyzone; "The Acoustic Power of the Deaf," by G. Ferreri; Bibliography and Reviews of the periodicals; Foreign and Domestic News.

Under the latter title we read that the Government of the Argentine Republic has decided to give a secure management to the Institution of La Plata, the first of the provence of Buenos Aires (founded in 1857, but closed several times after the date of its foundation until last year).

One good effect of the instruction of the Deaf in Argentine has been the decision of the Government of the Uruguay Republic to open an Institution for the Deaf at Montevideo. For this purpose six lady teachers have been sent to Buenos Aires to be trained in the special teaching of the deaf, in the National Institution for girls.

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**Informe Presentado a la Direccion de la Escuela National de Sordmudos por el profesor Francisco Vasquez Gomez y dictamen emitido por la Comision respectiva. Mexico, 1902.** [A Report presented to the Direction of the National School for the Deaf, by Prof. F. Vasquez Gomez, and the opinion of this report expressed by a special commission].

Two years ago the Government of Mexico directed Prof. F. Vasquez Gomez to visit some of the best schools for the Deaf in the United States. Prof. Gomez came to our country, and after seeing a few of our schools, made a report to the Principal of the National Institution for the Deaf in Mexico. In his report Prof. Gomez proposed some reforms, among which seemed less opportune those concerning (1) the adoption of the combined system; (2) the adoption of auricular teaching; (3) the abolition of the teaching of drawing.

All this resulted in an elaborate study of the report of Prof. Gomez, made by a commission. The special commission charged with this delicate task consisted of Prof. Luis G. Villa, Adolfo Huet and Representative Daniel Garcia. The conclusions of the commission, contrary to those of Prof. Gomez, were adopted by the Direction of the National Institution at Mexico, for the following general considerations:



1. The system of classification by different groups of pupils, proposed by Prof. Gomez, would require triple the number of teachers, and at the same time would cause confusion and disorder in the classes.

2. If the teaching of drawing and lithography were suppressed, the pupils would be deprived of one of the surest means of subsistence, because the majority of the old pupils of the National Institution live by the exercise of these arts—photography, lithography and painting.

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**Le Messenger de l'Abbe de l'Epee** [The Messenger of the Abbé de l'Epée], Currière, France, June 1st and 15th, July 1st and 15th, 1902.

In these four numbers of this excellent semi-monthly journal, we find, besides the usual accounts of institutions for the deaf in all parts of the world, several articles of a pronounced religious tendency, such as "The Heart of Jesus," "The Tree and its Fruits," which, in accordance with the aim and spirit of this journal, to care for the spiritual welfare of the deaf, elucidate religious truths in so simple a manner as to benefit even very young readers. In an article entitled, "The Marriage of the Deaf," the writer deems it his duty, owing to the many unhappy marriages, to point out the solemn character of the union between man and wife, and to warn the deaf not to enter the sacred state of matrimony, as is, alas ! so often done, in a light-minded and thoughtless manner. In glancing over these numbers of the "Messenger of the Abbé de l'Epée," we are more than ever impressed with the earnest, but at the same time kind-hearted and we may well say, fatherly spirit, which pervades its pages. To do good to his dear deaf children is the motto of Abbé Rieffel, the editor.

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**Tidning for Dofstumma** [Journal for the Deaf], No. 3, 1902, Stockholm, Sweden, June, 1902.

This journal, which does not give many lengthy articles, but a great variety of communications from all parts of the world, and bright sketches, gives an account of the 25th anniversary

meeting at Stockholm on the 30th of June, 1902, of the Swedish Association of Teachers of the Deaf. From the reports it appears that the association has done much good during the 25 years of its existence, not only by strengthening the bond of union among the teachers, and by mutual encouragement in the performance of their important duties, but also by discussing many questions relating to the instruction and general welfare of the deaf. Special subjects of discussion at this meeting were, amongst the rest, the spiritual care of the deaf, the establishment of a journal for the deaf, and the pensioning of aged or disabled teachers. As regards the question of homes for aged deaf, the journal deeply deplores the fact that while other countries have a number of such institutions (Germany 12 or 13, the largest for 400 persons, Denmark 1, Australia 1), the poor and aged deaf in Sweden have to go to the poor house.

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**L'Echo des Sourds-Muets** [The Echo of the Deaf] No. 13, Paris, July, 1902.

We learn from this number that a Miss Sybertz who had for a number of years been at the head of a religious institution for the education of poor children, and who died recently, left the sum of 500,000 francs (about 100,000 dollars) to the National Institution for Deaf-mutes. It is encouraging to see instances of such noble benevolence even in countries where gifts to educational institutions are, on the whole, not as frequent as in this country.

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**National Geographic Magazine**, August, 1902.

The two leading articles of this number are "Problems of the Pacific—The Commerce of the Great Ocean," by Hon. O. P. Austin; and "Shortening Time Across the Continent," by Henry Herbert McClure. There are also reports of the Fieldwork and of the Topographic Work of the United States Geographical Survey, in 1902, and the usual amount of valuable information under the headings of Geographic Notes and Geographic Literature.

## OBITUARIES.

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REV. THOMAS GALLAUDET.

REV. J. M. KOEHLER, M. A., PASTOR OF ALL SOULS' CHURCH  
FOR THE DEAF, PHILADELPHIA, PA.

*"After he had served his own generation by the will of God, he fell on sleep."*—Acts 13-36.

*"In this our brother we have lost a man whose ministry has been a precious and beautiful fragrance, lasting consistently to the end, and as beautiful at the end as at the beginning."*—Bishop Potter.

*"His life was an inspiration."*—Public Ledger.

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The universal testimony to the character of our departed friend is so sufficiently expressed above that this sketch might end right here; but there is no risk of saying too much of one whose long and useful life so conspicuously adorned the doctrine of God by good works no less than by faith and love,—nor can one who knew him well and loved him more refuse to add a tribute of affection and esteem.

Thomas Gallaudet, Priest, Doctor in Divinity, Doctor of Humane Letters, was born in Hartford, Connecticut, June 3d, 1822. His father was the Rev. Thomas Hopkins Gallaudet, a Congregational minister, founder of public schools for the Deaf in America. His mother was Sophia Fowler, one of the first pupils of the Hartford School, whose unusual attractiveness of person and lovely traits of character soon won her teacher's heart and hand. From his parents Thomas Gallaudet inherited the characteristics that distinguished his life—qualities of mind and heart which have made the name of Gallaudet memorable in the annals of America.

Little is known of his early youth. However, from what we know of his character in maturer years we can easily imagine that he was a dutiful son, gentle, studious, devout, and of a lovable disposition.

He was early prepared for college, and desired to enter Yale, of which his father was a graduate, but finally went to Trinity, Hartford, whence he graduated with the Bachelor's degree in 1842, at the age of twenty.

For a year he taught in country schools near Hartford, and in 1843 he accepted a call to teach in the New York Institution for the Deaf. Speaking later of this period he said, "The example of my father, the training of my deaf-mute mother and my early associations, all predisposed me to enter upon my duties with genuine enthusiasm."

In 1845 he married Elizabeth K. Budd, a graduate of the New York School, to whom he had become attached while she was still a pupil. As he himself said, he was thus bound more closely to the people among whom God was fitting him to extend the Kingdom of Christ. Seven children were born to them of whom six are now living, five daughters and one son. Another son died in infancy.

Early in life he conceived the idea of systematic religious work among the adult deaf. This was doubtless suggested to him by the daily prayers and Sunday services inaugurated by his father in the Hartford School.

Soon after going to New York he took up the study of Theology in the Episcopal Church. How he became a Churchman is thus related: While visiting a relative he came across a Prayer Book bearing the name of an ancestor. Examining it he became interested with the result that he was confirmed. He was wont to say that "It was not I who left my ancestral Church but my ancestors who left theirs. I did but return to it." In 1850 he was ordained Deacon and a year later he was advanced to the Priesthood. Although feeling called to the ministry, he considered it his duty to continue teaching. In 1850 he began a Bible class for the adult deaf which grew so rapidly that he was obliged to seek larger rooms. Of this class he said, twenty-three years later, "We were laying the foundations of a superstructure of which we then had no conception." Yes, it is the building of "a workman that needeth not to be ashamed."

When he became a Priest, more definite thoughts of his future work came to his mind, although "the light dawned very



ently under the different Diocesan authorities. However, the Society gave strong impetus to missionary work among the deaf all over the country.

One of the first important results was the ordination to the Diaconate, in 1876, of a deaf man, the late Rev. Henry Winter Syle, M. A., by Bishop Stevens of Pennsylvania. This ordination was the first of its kind in the history of Christendom and was not accomplished without strong opposition from Bishops, Clergy and lay-men. Bishop Stevens defended his course in a sermon which will always have a foremost place in literature concerning the deaf. A short time after, the Rev. A. W. Mann was ordained Deacon by Bishop Bedell of Ohio, who, by the way, had been a Director of the New York Institution and a staunch supporter of Dr. Gallaudet. Both Deacons were made Priests together by their respective Bishops in 1883. Since then seven other deaf men have received orders in the Episcopal Church and another is studying to that end.

Missions to the Deaf now reach into almost every Diocese of the Church. Ten clergymen are constantly employed, with some twenty-five lay-helpers. There are over two thousand communicant members. All Souls' Church in Philadelphia with over 300 communicants is the outgrowth of Dr. Gallaudet's visit in 1859, and from it sprang the mission in Central Pennsylvania with over 400 communicants. Grace Mission in Baltimore, with nearly 100 active members, and St. Thomas' Mission in St. Louis, with about as many, are other instances proving not only the results but the possibilities of Dr. Gallaudet's venture of faith. One of the itinerant missionaries, the Rev. A. W. Mann, whose field covers the vast area of the Middle West, has presented over 800 deaf-mutes for confirmation in his busy life of over twenty-five years and has a record of almost one thousand Baptisms.

Within recent years other religious bodies have taken up similar work, in many cases with good results. While deploring sectarian divisions and earnestly praying for a reunited Kingdom of Christ on earth, Doctor Gallaudet had no ill will for those who differed with him. Always deeply sensible of the rulings of Providence, he felt that the developments of his work in ways

which were not his own were evidences of the Divine Will and gratefully acknowledged it.

Among the monuments to his love and labors is the Home for Aged and Infirm Deaf Mutes near Poughkeepsie with which his name is intimately associated. As early as 1853 he foresaw the need of such a Home, but it was not until 1873 that his youthful forecast was realized. In that year the Home was opened, in a rented building in New York City, under the control of the "Church Mission." A systematic effort was made to secure funds for support and for the purchase of a location in the country, and in 1885 the Society was able to purchase a fine farm of one hundred and fifty-six acres on the banks of the Hudson River in the neighborhood of Wappinger's Falls. There was a commodious mansion of most attractive appearance and surroundings with room for fifty inmates. A considerable indebtedness was incurred in the purchase of this property, but the energy and enthusiasm of Dr. Gallaudet secured benefactions which not only extinguished the debt but largely increased the endowment fund. Two years ago the Home was destroyed by fire. Nothing daunted, the indefatigable founder, even then in "the shadow of the valley," set about rebuilding on a larger and better scale. The new building is about completed and is a noble testimonial to him who planned it. His great wish was to see his dependent family again located there. But this was not to be—he died on August 27, 1902. The future support of the Home is assured by its endowment; and it may be safely assumed that its founder's friends will never allow its work to be curtailed.

Dr. Gallaudet's interest in the education of the deaf did not cease when he gave up teaching, on the contrary he sought every opportunity to advance it here and abroad. He was a Director of the New York Institution, the Western New York Institution, the Northern New York Institution, the School at Beverly, Mass., and possibly one or two others. In the founding of all these schools, except the first named, he took an active part. He also assisted in the movements which led to the establishment of the schools at St. Louis and Scranton, and gave valuable advice to the promoters of the school at Preston, Eng-

land. It was the writer's privilege to be with him at several congresses of the deaf and their friends in Great Britain and he gladly bears testimony to the earnestness with which the good Doctor advocated the cause of deaf-mute education there, especially higher education. In all he made ten voyages to Europe, each time doing something for the welfare of the deaf there. His presence was always gladly welcomed, his suggestions given respectful attention and adopted when expedient.

Dr. Gallaudet had decided views upon the value of signs to the deaf for purposes of instruction, communication, social intercourse, mental and moral improvement and public worship. He strongly supported the "Combined System" and was the uncompromising opponent of those who seek to abolish altogether the use of signs in any way and for any purpose. Few persons have had the familiar acquaintance with the "sign-language" that he had; and none could excel him in its use. It was his "mother tongue," and with his long years of experience with it in every relation of family and pastoral life, he felt that he was a credible witness when he gave his "testimony as to its being a clear and distinct language by itself." He repeated again and again his firm conviction that "signs are to the deaf what sounds are to the hearing"; and he testified often that in preaching to deaf-mutes he lost all consciousness of the English language and thought directly in signs—so well did he grasp their genius. He recognized the value of oral instruction but considered the use of signs in many ways advantageous to even those who profited by it.

While the deaf were ever in his thought and affection, they did not bound his sympathies, which touched every good cause; and many are the charities outside of their domain in which he had a part. The New York Home for Incurables, the House of Rest for Consumptives, the Homes for Old Men and Aged Couples, and the Sisterhood of the Good Shepherd, of which he was the Pastor, had their inception in his parish.

He was long a member of the New York Historical Society; of the Clergymens' Retiring Fund; of the New York Churchmen's Association; of the Huguenot Society of America; and an honorary member of the Metropolitan Museum of Art.



As a preacher he was clear, earnest and reverent. His sign delivery was beautiful and possessed a grace and eloquence which charmed his congregation and held their close attention. He had none of the exaggerated affectation of gesture that so often verges upon buffoonery, but he was forceful, even vehement of action, when occasion required; and the humor he could express by signs was inimitable. He had powers of voice and abilities of elocution which would have distinguished him as a pulpiteer. Bishop Potter in his address at the funeral said, "Nobody who ever heard him read the service, and who knew what a singularly fine organ he had, and with what dignity and stateliness he could make himself heard in any congregation, could be unmindful that he was, as it were, putting one gift upon the shelf, in order that he might use the other for that people to whom he was bound in so many and such tender ways. I have always thought that his consecration of his gifts to their service was one of the finest things in the history of religion in this land."

He was a true pastor. He judged men with keen discrimination to which he added a tender charity. He was conscientious in the discharge of his duties and faithful to those who trusted him. His patience was extreme. He was never harsh, although he did not withhold rebuke when it was needed. No matter how undeserving or ungrateful one might be, he was always ready to allow "another chance." His sublime faith in God was one of the finest notes of his character. Did any one express doubt or impatience, his invariable reply was "We shall see; God will point the way." His aim and prayer was to lead his people nearer to God; and he answered well the description by Goldsmith in his "Deserted Village":

"To relieve the wretched was his pride,  
And e'en his failings lean'd to Virtue's side;  
But in his duty prompt at every call,  
He watch'd and wept, he pray'd and felt for all;  
And, as a bird each fond endearment tries  
To tempt its new fledg'd offspring to the skies,  
He tried each art, reprov'd each dull delay,  
Allured to brighter worlds and led the way."

## DR. HARVEY W. MILLIGAN.

Dr. H. W. Milligan who died at his home in Jacksonville, Illinois, on July 16th, was at one time a man of much prominence among educators of the deaf. He was born in Alford, Mass., in 1830, and graduated from Williams College in 1853, and in 1862 entered the University of Pennsylvania to study medicine, supporting himself while there by teaching in the Pennsylvania Institution for the Deaf and Dumb. He subsequently relinquished his purpose of following the profession for which he had been preparing and accepted, in 1865, the position of Principal of the Wisconsin School for the Deaf, where he remained until 1868, when he was called to the Illinois School. It was while at the head of the Wisconsin School that he, in company with Dr. Gillett and a number of other leaders in the work of teaching the deaf, while on their way to attend the National Conference of Principals held in Washington, D. C., in May, 1868, paid a visit to the Clarke School, at Northampton, Mass., in order to observe the methods and results of the work done there. Several of them, notably Dr. Gillett, Dr. Milligan, and Dr. Talbot, were very closely questioned by other members of the Conference as to what they had seen, and in the course of debate much skepticism was expressed regarding the value of oral instruction, but these three gentlemen, while not professing to be converts to the method, testified to the honesty and to the value of the work being done at the Clarke School. The opening remarks of Dr. Milligan, on this occasion, express the attitude with which they entered upon the investigation and the conclusions that were forced upon them by the evidence of their senses: "I do not know that I can say anything in addition to what has already been said. It is difficult for any person to knock over all the work of years; even though he has been laboring to build a cob-house, it makes him distressed to see it fall. I do not mean to say that our teaching has been of the cob-house order. I went to Northampton, not believing, for physiological reasons, that those who had no auditory nerve could ever learn to speak and articulate and it is not pleasant to me to find out that they can. (Laughter). I am willing to say that I am disappointed; but it is so, that they do talk. We cannot get around

it, and we have got to put up with it, for they won't stop talking for all our resolutions."

In 1882 Dr. Milligan accepted the chair of history and English literature in Illinois College, where his value as an instructor was quickly demonstrated and he won the love and veneration of the students by his personal worth. Aside from his college work, he was closely identified with all movements for the social, educational, or religious advancement of the city, and was founder or a leading member of several of its most prominent societies. He was author of "The Government of the State of Illinois," a valuable reference and text book. He is survived by his wife, a daughter, and a son, L. E. Milligan, a teacher in the Colorado School for the Deaf. We close this necessarily brief sketch of his life with the following tribute paid him in the columns of the Jacksonville *Daily Journal*:

"With the bereaved wife and children, all Jacksonville mourns the loss of Dr. Milligan. To know him was to love him, and a more widely respected citizen the community never had. Noble, constant, gifted, he was an ideal gentleman, and to the very end of his long and useful life he maintained his activity and, withal, his kindness and thoughtfulness for others. Of literary, retiring tastes, still he was ever ready to take his stand for public welfare, and was broad minded enough not to be bigoted. He was a friend to all; a lover of books; a patriotic citizen; a scholarly professor; a talented writer; and above all, a noble Christian man."

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## DEAF BOYS AT HARVARD.

In his address before the Department of Special Education, National Educational Convention, the President of the American Association refers to the graduation, last June, of three deaf young men from Harvard College. These were Homer Wheeler, Robert Pollak, and Tilston Chickering. Melvin Wheeler, a brother of Homer, also completed his studies there, but did not receive a degree, having taken a special course because of ill health.

Of these boys we learn that Homer and Melvin Wheeler and Robert Pollak were all born deaf, while Tilston Chickering was partly deaf in infancy and is believed now to be wholly so. The first three received their early education at the Clarke School, Homer being there nine years, Melvin eleven years, and Robert, who had received three years previous instruction from a private teacher, four years. They are said to have been exceptionally bright and hard-working pupils. After completing their course at the Clarke School, the Wheeler boys entered the second year of the English High School in Cambridge and graduated from the regular course, while Pollak spent the same length of time in the Brown-Nichols Preparatory School in Cambridge. Homer Wheeler and Pollak then passed the entrance examinations to Harvard and took the regular course in the Lawrence Scientific School, but Melvin Wheeler, because of the condition of his health, remained at home. He, however, continued his studies with his brother and so well did he keep pace with him that he was able to enter college for the third year work, and to complete the course with credit.

Tilston Chickering spent six years in the Horace Mann School, in Boston, where his scholarship was that of an average pupil of studious habit of mind. From there he entered the Berkeley School where he prepared for the Harvard examina-

tions. He does not appear to have been a particularly brilliant student, but to have won his degree by steady, persistent effort. While in the college the young men were all members of various societies and took an active part in the social life and athletics. Homer Wheeler and Robert Pollak will become civil engineers while Tilston Chickering will do further work in the Lawrence Scientific School with the intention of ultimately becoming a mechanical engineer.

The school and college history of these boys should be an incentive and an encouragement for other deaf boys to surmount, as they have done, the barriers their affliction places in their way to a liberal education. It is interesting to note the stress their instructors in the college place upon the value of speech and lip-reading in pursuing the studies of the course. One of them is represented as having sacrificed his beard in order that his deaf students might the more easily understand him.

## ANNUAL MEETING OF THE AMERICAN ASSOCIATION TO PROMOTE THE TEACHING OF SPEECH TO THE DEAF.

The Annual Business Meeting of the American Association to Promote the Teaching of Speech to the Deaf was held on Wednesday, June 11th, 1902, at the Institution for the Improved Instruction of the Deaf, corner of Lexington Avenue and 64th Street, New York City.

The Meeting was called to order at 11 o'clock, First Vice-President Dr. A. L. E. Crouter in the chair. The following members were present: Dr. A. L. E. Crouter, Philadelphia, Pa; Dr. Z. F. Westervelt, Rochester, N. Y.; Mr. F. W. Booth, Philadelphia, Pa; Mr. Edward P. Clark, Washington Heights Institution, New York City; Mr. E. A. Gruver, Miss Margaret R. Marshall, Mrs. P. W. Carhart, Mr. P. W. Carhart, Miss Edith B. Nesbit, Mr. Timothy F. Driscoll, Mrs. Timothy F. Driscoll, Miss Margaret Worcester, Miss Lydia Cook, Miss Mary B. Shaw, Miss Carrie H. Summers, Miss May E. Turner, and Miss Julia Connery, Institution for Improved Instruction, New York City. The call for this meeting published on page 198 of the ASSOCIATION REVIEW for April, 1902, as follows, was read:

### CALL FOR THE ANNUAL MEETING OF THE ASSOCIATION.

*To the Members of the American Association to Promote the Teaching of Speech to the Deaf:*

The Summer Meeting appointed to be held at Chautauqua, N. Y., having been postponed, the annual business meeting of the Association will be held at the Institution for the Improved Instruction of Deaf-Mutes, 904 Lexington Ave., New York City, on Wednesday, June 11, at 11 a. m. The date and place of meeting have been fixed by the Board of Directors;

and the special business will be the election of three Directors, to serve for three years, in place of the retiring Directors whose term expires in 1902, viz.: Z. F. Westervelt, Sarah Fuller, Joseph C. Gordon.

There will be no literary exercises, but a mere formal business meeting to comply with the Constitution. An amendment to the Constitution will be offered to increase the membership of the Board of Directors. For further particulars address Dr. Z. F. Westervelt, Secretary, Rochester, N. Y.

ALEXANDER GRAHAM BELL,  
*President of the Association.*

Z. F. WESTERVELT,  
*Secretary.*

The minutes of the last annual meeting of the Association, held at the Western New York Institution for Deaf-Mutes, at Rochester, N. Y., on Tuesday, May 28th, 1901, were read and approved.

The Secretary then read the letter addressed to himself, dated April 10th, 1902, (which was a duplicate of the letter addressed to the President), making nominations for the office of Director, in accordance with Section II, Article V of the Constitution, nominating Z. F. Westervelt, of Rochester, N. Y., Sarah Fuller, of Boston, Mass., and Joseph C. Gordon, of Jacksonville, Ill., to fill the places made vacant by the expiration of the terms of office of the three Directors named in the call.

Acting President Crouter appointed, as inspectors of election, Mr. Gruver and Miss Marshall, and directed that the Association should proceed to ballot for Directors, under the supervision of the inspectors; (quoting Article V, Section II) "No person could be eligible to office who had not been nominated in writing to the President and Secretary, at least one month prior to the day of election;" therefore no one, other than those whose names had been read could be elected. The inspectors collected the ballots and reported to the President who announced that Z. F. Westervelt, of Rochester, Sarah Fuller, of Boston, and Joseph C. Gordon, of Jacksonville, Ill., were elected Directors of the Association for three years, their term of office expiring at the close of the Summer Meeting in 1905.

Mr. F. W. Booth, Treasurer, presented his annual report to the Association as follows:

TREASURER'S REPORT FOR THE YEAR ENDING JUNE 11, 1902.

Balance as per Report of May 28, 1901.....\$1,028 01

RECEIPTS.

Life membership fees, Miss Emma Snow and Mrs. Edmund Lyon .....	100 00
Alexander Graham Bell, annual subscription.....	1,500 00
Mrs. S. Sachs, subscription.....	10 00
L. S. Fechheimer, annual subscription.....	25 00
Annual membership dues.....	1,012 00
Subscriptions to Association Review.....	14 70
Sales of publications.....	21 85
Advertising in Review.....	32 00
American Security and Trust Co., income from invested funds..	1,205 11
Interest on bank deposits.....	20 52
	<hr/>
	\$4,969 19

DISBURSEMENTS:

Salary and wages account.....	\$2,411 63
Printing Review, 6 numbers.....	769 15
Printing, job-work, circulars of information, etc.....	115 52
Translating, reviewing, etc.....	147 23
Binding, mailing, postage on Review, etc.....	48 60
Wrapping paper .....	1 75
Engraving .....	41 67
Fee for Treasurer's bond.....	10 50
American Security and Trust Co., two life membership fees transferred to Permanent Endowment Fund.....	100 00
Postage, express, telegraphing, traveling, etc.....	292 13
Balance .....	1,031 01
	<hr/>
	\$4,969 19

F. W. BOOTH, *Treasurer.*

Approved June 11, 1902,

A. L. E. CROUTER, *Auditor.*

The report was accepted and approved.

Dr. A. L. E. Crouter, as special committee, presented a report on the request made by the Board of Directors of the Association for the establishment at the Pennsylvania School for the Deaf, of a Normal Training Department;—that the Pennsylvania Board of Directors had decided against the establishment of such a Department in that Institution. Upon motion the report was accepted and the committee discharged.



The following amendment of the Constitution was submitted to the Association, under the provision of Article V, by Dr. A. L. E. Crouter:

Amend Section 1, Article V, of the Constitution as follows:

Strike out the word "nine," second line, and insert "twenty-one." Strike out the word "three," same line, and insert "seven." Add at the end of the first sentence after "years," the following: "provided, however, that no retiring director shall be eligible for re-election for the term next ensuing; and provided, further, that three of the seven directors thus elected at any annual meeting shall not be actively engaged in the work of teaching the deaf." And further, by adding the following words to the last sentence regarding the appointment of inspectors of election for directors: "in case of failure of the President to appoint, by the chairman of the meeting."

As thus amended, Section 1, Article V, will read as follows:

The Board of Directors shall be composed of twenty-one members of the Association, seven of whom shall be elected by the Association at each annual meeting to serve three years, provided, however, that no retiring director shall be eligible for re-election for the next term ensuing; and provided, further, that three of the seven directors thus elected at an Annual Meeting shall not be actively engaged in the work of teaching the deaf. Directors shall be elected by ballot under the supervision of inspectors to be appointed by the President; in case of failure of the President to appoint, by the chairman of the meeting.

Mr. F. W. Booth also submitted an amendment of the Constitution, as follows, under the provisions of Article VIII, Section 1; to amend Article V, Section 1, of the Constitution, as follows:

Strike out the word "nine," second line, and insert "twenty-one." Strike out the word "three," same line, and insert "seven." Add at the end of the first sentence after "years", the following: "Provided, however, that not more than two of the retiring directors shall be eligible for re-election for the term next ensuing; and provided, further, that three of the seven directors thus elected at any Annual Meeting shall not be actively engaged in the work of teaching the deaf." And further, by adding the following words to the last sentence regarding the appointment of inspectors of election for directors: "in case of failure of the President to appoint, by the chairman of the meeting."

As thus amended, Section 1, Article V, will read as follows:

The Board of Directors shall be composed of twenty-one members of the Association, seven of whom shall be elected by the Association at each annual meeting to serve for three years; provided, however, that not more than two of the retiring directors shall be eligible for re-election for the term next ensuing; and, provided, further, that three of the seven directors thus elected at an Annual Meeting shall not be actively engaged in the work of teaching the deaf. Directors shall be elected by ballot, under the supervision of inspectors, to be appointed by the President; in case of failure of the President, by the chairman of the meeting.

Acting President Crouter stated that these amendments, submitted for the consideration of the Association, under the provisions of Article V of the Constitution, would be laid upon the table to be voted upon and accepted or rejected at the next Association meeting.

Upon resolution, the General Secretary was directed to print the By-Laws, revised to date, and to furnish copies to members upon request; the number and form to be left to the discretion of the General Secretary.

It was moved that the General Secretary secure from the Committee on Necrology its report for publication in THE REVIEW.

The minutes were read and approved, and the meeting adjourned.

(Signed) Z. F. WESTERVELT,  
*Secretary,*

---

### NEW MEMBERS.

The following persons have been elected to membership in the American Association to Promote the Teaching of Speech to the Deaf since date of the last report:

Archibald, Carrie H., 1225 Chestnut St., Milwaukee, Wis.

Baker, Nettie, 6550 Yale Ave., Chicago, Ill.

Bannister, Ina E., Potsdam, N. Y.

Beatty, Gordon, 207 Simcoe St., Toronto, Canada.

Bell, Frances K., Fulton, Mo.

Bennett, Florence E., Macon, Mo.

Betson, Anna L., Greensboro, Caroline Co., Md.

- Blomkvist, J., Dofstumskolan, Orebro, Sweden.  
 Camp, Anna R., 2559 Michigan Ave., Chicago, Ill.  
 Carhart, P. W., 904 Lexington Ave., New York, N. Y.  
 Carhart, Mrs. P. W., 904 Lexington Ave., New York, N. Y.  
 Connery, Julia, 904 Lexington Ave., New York, N. Y.  
 Cooper, Jennie Alston, Charlottesville, Va.  
 Curtiss, Louise A., Waverly, Illinois.  
 Driscoll, Timothy F., 904 Lexington Ave., New York, N. Y.  
 Fjartoft, F. A., Skole for döve, Vibes gade 7, Christiania,  
 Norway.  
 Flagg, Helen J., West Hartford, Conn.  
 Garman, Tillie, 841 Holland Ave., Wilkinsburg, Pa.  
 Gilroy, Elizabeth P., Mystic, Conn.  
 Gordon, Kathlena W., Hauppauge, L. I.  
 Guldborg, F. O., St. Olafs gade 17, Christiania, Norway.  
 Gutzmann, Albert, Stadt. Taubstummenschule, O. Markus Str.  
 49, Berlin, Germany.  
 Hare, Wm. B., School for the Deaf, St. Augustine, Fla.  
 Howe, Henry S., Essex St., Longwood, Brookline, Mass.  
 Howe, Sarah B., Tuileries, 270 Commonwealth Ave., Boston,  
 Mass.  
 Jones, Elizabeth Ogwen, 2021 Edna Ave., Scranton, Pa.  
 Jones, Geo. A., 137 Water St., Cleveland, Ohio.  
 Jayne, Henry La Barre, 505 Chestnut St., Philadelphia, Pa.  
 Mears, Willard S., 36 East 20th St., New York, N. Y.  
 Melchert, Martha E., 40 Clifford St., Roxbury, Mass.  
 Nesbit, Edith B., 904 Lexington Ave., New York, N. Y.  
 Porter, Mrs. Alice M., Pierce Building, Huntington Ave., Bos-  
 ton, Mass.  
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 Putnam, Geo. H., School for the Deaf, Olathe, Kansas.  
 Riedle, Anna R., Wilmington, Ohio.  
 Rice, W. E., 137 Water St., Cleveland, Ohio.  
 Ross, Edith, Olathe, Kansas.  
 Russell, Jane L., School for the Deaf, Jacksonville, Ill.  
 Spencer, Margaret J., 1012 N. Capitol Ave., Indianapolis, Ind.  
 Steiger & Co., E., Newspaper Box 298, New York, N. Y.  
 Thompson, Mary H., 38 Rutland Sq., Boston, Mass.  
 Thompson, Fannie E., Pittsboro, N. C.  
 Thurber, Amey, 170 Broad St., Providence, R. I.  
 Turner, Mary E., 904 Lexington Ave., New York, N. Y.  
 Wav. Frances Burr, School for the Deaf, Staunton, Va.  
 White, Wm. Jr., 714 Arcade Building, Philadelphia, Pa.

# THE ASSOCIATION REVIEW

PUBLISHED BY THE AMERICAN ASSOCIATION TO PROMOTE  
THE TEACHING OF SPEECH TO THE DEAF

FRANK W. BOOTH, . . . EDITOR

S. G. DAVIDSON, ASSISTANT EDITOR

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# The American Association to Promote the Teaching of Speech to the Deaf.

(Incorporated Sept. 16, 1890.)

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The American Association to Promote the Teaching of Speech to the Deaf welcomes to its membership all persons who are interested in its work. Thus the privilege of membership is not restricted to teachers actively engaged in the instruction of deaf children, but is extended to include Directors or Trustees of schools for the deaf, parents or guardians of deaf children, the educated deaf themselves who wish to aid by the weight of their influence and by their co-operation the work that has done so much for them, and all other persons who may have had their hearts touched with a desire to show their interest and to help on the work.

Every person receiving a "sample copy" of THE ASSOCIATION REVIEW is invited to join the Association. The membership (ordinance fee is \$2.00 (8s. 4d.) per year, payment of which to the Treasurer secures (after nomination to and election by the Board of Directors) full rights and privileges of membership together with the publications of the Association, including THE ASSOCIATION REVIEW, for one year. To *non-members*, the subscription price of THE ASSOCIATION REVIEW is \$2.50 (10s. 4d.) per year.

**DONATIONS, ANNUAL SUBSCRIPTIONS, AND REQUESTS ARE SOLICITED. LIFE MEMBERSHIPS MAY BE OBTAINED UPON THE PAYMENT OF \$50.**

# THE ASSOCIATION REVIEW.

VOL. IV, No. 5.

DECEMBER, 1902.

## A NEW EXPEDIENT FOR THE TEACHING OF THE DEAF.<sup>1</sup>

G. FORCHHAMMER, HEADMASTER OF THE ROYAL INSTITUTE FOR  
THE DEAF AT NYBORG, DENMARK.

The highest aim of the school for the deaf is the mental development of its pupils. But, besides this, the oral school has for its special object to train its pupils in speaking and in lip-reading.

The greatest difficulty the oral school meets with in reaching this aim lies in the fact that the deaf can only read a fraction of the speech sounds from our lips; because only one-third, or at most one-half, of the sound-producing organ-positions are visible to the eye. Consequently the lip-reading of the deaf will never be perfect. We have both good and bad lip-readers, and the same will be the case all over the world.

If the deaf could see the internal speech-organs—the tongue, the palate, the vocal chords—as distinctly as the lips, they would be able to understand speech as clearly as we do.

This is what I wished to attain by constructing a system of hand positions to accompany the oral speech as an external illustration of the positions of the inner organs.

By this extension the oral speech will be just as visible to the eye as it is audible to the ear.

Without diminishing the demand of the greatest possible proficiency in reading from the lips alone, there will thus be given a means of communication which will be of the greatest

<sup>1</sup>Report given at the Third Meeting of Danish Teachers of the Deaf, Nyborg, Denmark, April 25th and 26th, 1902.

importance, both for instruction and for intercourse between the deaf themselves.

The necessity of illustrating such specially invisible positions as the very important positions of the vocal chords has always been evident to me, and when, nearly eleven years ago, I began my activity in the school for the deaf, I constructed a set of hand positions for this use. (Vid: "Udkast til en dansk Artikulationslära," *Tidskrift för Döfstumskolan*, 1894-97.

It was however not until later, while I was writing my book, "Imitativ Sprogundervisning i Döfstummeskolen paa Basis af Skrift (Lydskrift, Lydretskrivning), Nyborg 1898," ("Der imitative Sprachunterricht in der Taubstummenschule auf der Basis der Schrift, Leipzig, 1899," translated by Göpfert), that I saw the necessity of having a complete set of illustrations of all the invisible organ-positions, a kind of "Phonetic Manual-Alphabet." (I first used this term, though the principle is more alphabetic than alphabetic).

I then set myself the task to construct a complete system of this kind and after trying different variations I had the system ready in its chief outlines by December 1st, 1898.

The rest of the school year, however, I went on with my own experiments. In the next school year, September, 1899—July, 1900, I tried the system in one class. In the school year 1900—1901 the system was dealt with at the weekly teachers' meetings and a regular training in the school was begun. The last alteration, tending to make the use of it more fluent, was made in the summer of 1901.

It is of course no small matter to introduce such a new principle in a whole school. It has been no slight work for my colleagues—after the recent introduction of phonetic writing and rather immediately after the carrying through of the imitative principle—to have to introduce and learn themselves a new expedient of so special a kind. Thanks to the energy and general phonetic training of the staff the whole matter has, however, proved comparatively easy. And when first the teachers and the older pupils are quite familiar with the system, there will be no difficulties for the younger children, keen observers as they are. Nor will the training take up any extra time when, in the

future, the system will be introduced along with the articulation and supporting this.

On special application from Dr. A. Graham Bell, the famous inventor of the telephone and the champion of the oral method in America, whom I met at the International Deaf-Mute Congress in Paris, 1900, I have had a set of photographs taken of the positions of mouth and hand for the most important sounds of the best known languages. As it is my intention to publish a fuller account of this, I shall here only briefly sketch the system:

While speaking, the hand is raised in front of the breast, so as to enable the pupil to see the hand-positions while his eye is fixed on the mouth of the speaker. This is made possible partly by the extension of the retina in the eye, which gives a certain size to the field of view, partly by the simplicity and distinctness of the hand positions, which make it superfluous to keep the axis of the eye fixed directly on the hand.

The movements of the vocal chords are illustrated by moving the wrist out and in: the opening and closing of the glottis.

The movements of the soft palate are illustrated by moving the wrist down and up: the lowering and raising of the soft palate.

The positions of the tongue are illustrated by the stretching out of different fingers, with the half-shut hand for the starting position. The movements of the tongue for the vowels are illustrated by the thumb, those for the consonants by the fingers in the following way:

The point articulations are as far as possible given by the different fingers used singly, thus *s* by stretching out the little finger; *l* by stretching out the middle finger; the position common to *n*, *d*, *t*, is given by stretching out the forefinger.

The back articulations are given by stretching out more than one finger at a time, for example, *ng*, *g*, *k* = the whole hand.

The transitions from point to back in the tongue articulation are illustrated by corresponding transitions in the hand positions.

The consonant *r*, which in the different languages is articulated now by the point, now by the back of the tongue, is illustrated by a turning of the hand.



As will be seen, the different organ positions in the mouth are as far as possible given by different organ positions in the hand, whereof follows that it is possible, with the hand as well as the mouth, to begin one movement of the organ before the other is finished. It is hereby made possible for the system to follow the speech almost at the usual rate. The system will therefore probably be found to be both quicker and easier in use than any existing manual alphabet.

The Hand-System may be useful in instruction:

(1) In articulation, as a means of illustrating the inner organ positions; we have already been able to observe how easy it is to correct the articulation, as we have only to show with the hand the forgotten or wrongly articulated speech sound.

(2) In acquiring knowledge through language:

If you here follow the rule that everything new and difficult is illustrated by accompanying movements of the hand, but everything known and easy with the mouth alone, the use and natural limits of the system are indicated in few words.

As one of the most pleasant uses to which the system has been put I can mention the reading of literature in the upper classes. In two weekly lessons of half an hour I have read in this way, besides many other things, not a few of Andersen's Fairy Tales, with some necessary simplifications. I always repeat what I read last time with the mouth alone, and then read the new piece with accompanying hand movements. Thus everything is read twice to the children, once as mere lip-reading. It has been gratifying to observe not only the interest with which all follow the reading, but also the increased interest in home-reading which has been the result thereof.

Perhaps, however, the system will have its greatest significance as a congruent linguistic means of communication in the mutual intercourse of the deaf as a compensation for the artificial signs. (Vid: the following "Theses for Discussion.")

As we have at this school already for some years chiefly based the teaching on reading, and as we have now as a further supplement added the new Hand-System, the apprehension which has been occasionally expressed—that the lip-reading might suffer hereby—will again make itself heard.

In order to make sure about this point we have, since the autumn of 1900, at the weekly meetings at our school, introduced a series of controlled dictations with the deaf children of the different classes.

The colleagues present take notes of the way of dictating: The pronunciation (in phonetics), the rate (by means of a rate-watch), eventual exaggeration of the articulation, and besides this, of late, the size of the mouth opening for the low vowels (the vertical distance between the teeth in millimeters).

As far as possible the dictations are corrected on a uniform principle, without any heed being taken of orthographic errors, and the number of errors is noted. By dividing by the number of dictated words the percentage of errors is found.

The material is yet too scarce for a final decision (it would have been better if we had begun several years ago); but everything seems to point in the direction that neither the use of reading as the base of the teaching, nor the introduction of the new hand-system can have diminished the lip-reading powers of the children. In class three (the fourth school-year) 1901-1902, a series of dictations given without any repetition by the class-mistress to all the deaf children of the class gave an average of 9 per cent. errors; and in the second class (third school-year), the result was similar. And in conformity with our fundamental principle, these children have not had any lip-reading except what has been naturally connected with the lessons imparted already by means of writing.

A comparison between dictations with the mouth alone (oral dictations) and dictations with mouth and hand (mannoral dictations, has also been the object of investigation.

Of the results from the school-year 1900-1901, the following is an extract: Class Seven (the highest class):

(1) The average of a consecutive number of rather easy dictations (composed by the staff; the title written on the black-board):

Oral dictation	Every lesson dictated	
	once,	three times,
By the staff,.....	17% errors	7% errors
By the chaplain, assistants, etc.,.....	34% errors	23% errors

(2) The average of a consecutive number of rather more difficult dictations picked out at random from an ordinary book meant for normal children (no title given):

Oral dictation	Every lesson dictated	
	once,	three times,
By the staff .....	20% errors	12% errors

For comparison: Class Six, same year: average of the same rather difficult dictations:

Mannoral dictation (every lesson dictated once) ..... 4% errors.

We see hereby that even an easier lesson dictated three times by the mouth alone is less easily understood than a more difficult lesson dictated once by help of the hand.

The tests made in the current school-year (1901-1902) have chiefly been carried on with the view of further comparing oral and mannoral dictations (besides which we have also begun to compare dictations given word by word with connected dictations). The dictations are picked out at random from a book which is not quite easy and not known to the children (the same book which was used for test 2 last year, but rather shorter pieces) and dictated by the staff, without any repetition whatever, alternately as oral and mannoral dictation. Highest class (7th): The average of a longer series:

Oral..... 22% errors.—Mannoral..... 3—4% errors.

It is interesting to compare the results for a good lip-reader and a bad one. In our present Class Six we have two such contrasts. In the oral dictations (the more difficult pieces) one has 10-20 per cent. errors, the other has 40-50 per cent. But the mannoral dictations of the bad lip-reader were of the same quality as the oral dictations of the good one (the dictations given word by word.)

All these results will probably be still better as regards the mannoral dictations when in the course of time the system has been learned from the lower classes of the school.

Of special interest is the case of a boy of thirteen years, who can speak but is perfectly deaf, whom we had occasion to test comparatively soon after his entering school. At first he could

only read scattered words from the lips; but the percentage of errors decreased in the course of a fortnight as follows:

20 per cent. in the oral dictation.

20 per cent. in the mannoral dictation (dictation connectedly).

50 per cent. in the mannoral dictation (word by word).

Now, a few months after, he can understand almost anything we say to him if spoken slowly and assisted by the hand; and also his proficiency in pure lip-reading has increased considerably.

Before closing I wish to mention, as an illustration of the superiority of the mannoral system, an experiment I made last autumn during a visit at this school of the well-known French linguist, M. P. Passy, and a Dane, Hr. Cloos.

We went into the room of Class Two (third school-year). I asked M. Passy to write a French sentence for me on a bit of paper. Showing the articulation of the sentence with mouth and hand (but without using the voice)—in French, but with Danish sounds—I succeeded in making the deaf children of the class repeat the sentence in chorus without hesitation so distinctly that Hr. Cloos, who did not know what they were supposed to say, could understand the sentence: "*Je suis tres content de vous voir travailler.*"

#### THESES FOR DISCUSSION.

1. "All teaching must be done (directly or indirectly) by help of Imitation. But imitation requires a perfect congruence of reception and reproduction." (Congruence equals conformity point for point. Ex.: congruence between sound and phonetic notation.)

2. "The Oral Method, as it is at present, lacks every congruence":

(1.) "The spoken language is incongruent with the language as seen on the lips: We have  $m=b=p$ ,  $n=d=t (=l)$ ,  $ng=g=k$  (=often invisible), . . .  $h$  = always invisible, etc."

(2.) "The spoken language is incongruent with the written language: We have superfluous signs (silent letters), we lack signs for length, stress, etc., and we have wrong or inconsistent notations in a great many cases."

3. "The deaf have a right to demand the language to be presented to them in a shape which is congruent with that in which we demand them to reproduce it."

4. "The oral method as hitherto developed has had no congruent means of communication, neither between teacher and pupil nor among the pupils themselves. The oral method cannot be said to have done its duty by its pupils until it shall have examined what congruence there is in the means of communication it demands them to use among themselves—and shall have supplied the want satisfactorily."—"Imitativ Sprogundervisning i Dövstummeskolen," pp. 14, 15, and 27; German edition, pp. 15 and 31.

5. It is an evident proof of the lack of congruence of the oral means of communication that the deaf taught by the oral method supplement the lip-reading with signs.

6. "The oral method has neither the power nor the right of forbidding the deaf to supplement lip-reading by signs." Although varying according to the different degree of visible-ness of the language and to the mental capacity and training of the pupils, the signs have been "a necessity to the deaf in their mutual intercourse, because the means of communication we have offered them gives only a fraction of the language,"—"Exposé des principes de l'articulation," Copenhagen, 1900, p. 37.

7. The Mannoral System (système manoral) which I have invented makes the oral method satisfy the need the deaf feel of a congruent means of communication.

8. Through the use of the system from the lower classes of the school all artificial signs will be rendered superfluous and the conversation of the deaf will in an increased degree keep within the limits of the language.

9. The younger pupils will be able partly to learn the language from the older ones.

10. The Mannoral System renders superfluous the American Mixed Method, being in itself a mixed method on the base of the Oral Method.

11. The Mannoral System makes it possible to use a uniform method throughout the teaching of the deaf: Oral Method

for all Deaf supplemented if wanted by a number of assistant signs according to different children and different subjects.

12. The introduction of a uniform method will do away with the present method-controversies and facilitate the distribution of the children according to their mental capacity.

13. Through the introducing of congruent means of communication it will be possible to aim at a higher acquirement of knowledge. (Compare the results from Stockholm, where the B-pupils—the less gifted pupils—taught by the hand-alphabet method attain at least the same standard as the A-pupils—the best gifted pupils—taught by the oral method).

14. The sum of knowledge which it will be possible to impart to every single deaf-mute will, through the use of congruent expedients, chiefly depend on his mental capacity.

15. The accumulation of “uneigentliche Taubstummen” of both kinds (semi-deaf and semi-mutes) and with every degree of mental capacity—as at this school—renders it difficult to impart to each pupil the sum of knowledge corresponding to his (or her) mental capacity; and it is unjustifiable to go on with it in the future.

16. The teaching of language (the mother-tongue) ought to be from the beginning an imparting of knowledge—knowledge of life and its events. The language ought to be acquired indirectly, through the imparting of knowledge rather than by special language-teaching.

17. All the advantages which in my book: “*Imitativ Sprogundervisning i Dövstummeskolen*” I ascribed to writing, especially the phonetic writing, as a congruent means of communication, may be ascribed as well to the Mannoral System, which is nothing but phonetic writing in the air, written simultaneously with mouth and hand.

18. The phonetic writing, the Mannoral System and pure lip-reading will mutually supplement each other, phonetic writing for stricter drill (according to school-methods), the Mannoral System for more spontaneous communication of new matter (at school, at the school-home and in walks, visits at museums, etc.), lip-reading for the treatment of familiar subjects: repetition, examinations, and the like.

19. By means of the new expedient the teaching of the mother tongue may be made more free than has hitherto been the case.

20. At divine services, continuation schools (colleges), great gatherings of the deaf, hearing of deaf witnesses in court, and the like, the Mannoral System will (for those who have learned it) be a perfectly reliable means of communication.

21. At divine-services for adult deaf-mutes the linguistic signs of the Mannoral System will be of greater value (for those who have learned it) than the artificial signs, which are often not understood by the deaf taught by the oral method.

22. Natural signs, expressive mimics and suitable acting will preserve their value in the new system and may be combined with it without any difficulty.

23. For the instruction in lip-reading to adult deaf (für später ertaubte) the Mannoral System may be used as a transition to acquiring proficiency in free lip-reading (eventually instead of the lip-reading in so far as this cannot be acquired). In the big towns, lectures, divine services, and the like might be arranged for such persons familiar with the system.

24. By eventual introduction of the principle in different countries the uniform use of the same hand positions for the same sounds will be of great importance. My system has the advantage that the signs are not chosen arbitrarily. It follows, as far as possible, scientific and practical rules, paying regard to the different sound systems in the chief European languages.

The accompanying photographs show the hand positions for the most important English sounds. The outermost figures to the right and to the left each represent more than one sound; because the difference between them can be seen on the mouth. In the other sounds the difference lies inside the lips and is therefore shown by the hand, even if the difference in some cases may be visible, or may be made visible by a marked pronunciation. Each sound is marked by a phonetic letter as well as by a sign from Bell's Visible Speech.

It must be remembered that the positions of the thumb only refer to the tongue positions for the vowels: back-mixed-front. For the consonants the thumb must give the position for the

.

Illustration of the inner organ-positions for the most important English sounds.  
 G. FORCHHAMMER'S MANNORAL SYSTEM.





next vowel. In the above illustration the consonants are generally shown in the back position. The pupils must, however, be trained in using the consonants combined with all the back-mixed-front positions without any exception.

When necessary the wide-positions can be shown by a lowering of the forearm. In connected speech the indication of the wide-position may be left out as the difference primary-wide is so intimately connected with the length of the vowel that through this it is rendered visible to the eye.

Closing of the glottis is not used in English, but in articulation (as a useful drill of the vocal chords) it can be shown by bending the wrist towards the body—the opposite direction of the movement for voiced-voiceless.

If still finer articulatory distinctions should be wanted than those contained in the above system, the necessary signs may be indicated by the left hand as “modifiers.” These are left out in connected speech.

## FORMATION AND DEVELOPMENT OF ELEMENTARY ENGLISH SOUNDS.

CAROLINE A. YALE, NORTHAMPTON, MASS.

### III.

#### CONSONANTS—(CONTINUED).

##### *F.* [3]

*Formation:*—Under lip shut against the edges of the upper front teeth while breath is sent out over the lip and between the teeth with a fricative sound. The lip should be so applied to the teeth as to leave no large openings. Professor A. M. Bell says that “*F* is correctly formed by applying the middle of the lower lip to the edge of the upper front teeth, leaving merely interstitial apertures for the breath between the sides of the lip and the teeth.” Ex., *fan*, *soft*, *if*.

*Method of Development:*—Imitation. Show the force and direction of the breath by using a slip of paper or a feather.

##### *V.* [3]

*Formation:*—Lip shut against the upper teeth as for *f* and held while voice is given. Ex., *voice*, *seven*, *save*.

*Method of Development:*—Contrast with *f*. Let the teacher repeat *f*, *v*, *f*, *v*, *f*, *v*, while the pupil feels the vibration in the throat and lip.

##### *Th.*<sup>1</sup> [ʍ]

*Formation:*—Point of the tongue resting lightly against the inner surface or the edge of the upper teeth while breath is sent out between the tongue and teeth. Care should be taken that the tongue does not protrude from between the teeth. Within the mouth the front or top of the tongue is raised slightly. Avoid the raising of the lower lip so high that the resulting sound is a combination of *th* and *f*. Ex., *thin*, *author*, *moth*.

*Method of Development:*—I. Imitation. II. By analogy from *f*. Let the pupil see that the same action is required for giving

the two sounds; that the passive organ—the upper teeth—remains the same, but that the active organ is the point of the tongue in *th* while it is the lower lip for *f*. III. An imperfect *th* may often be corrected by inducing the pupil to attempt *s* while the tongue is held between or against the teeth.

Miss A. E. Worcester, in outline lessons to which we are indebted for many suggestions in these notes, said, "The key of all development of one sound from another lies here. Keep steadily before the pupil's mind and sight the action of the already familiar sound: his attempt being simply to *perform the same actions under different circumstances.*"

### *Th.*<sup>2</sup> [ʈ]

*Formation:*—Point of the tongue resting against the upper teeth as for *th*<sup>1</sup> and held while voice is given. Ex., *the, father, with.*

*Method of Development:*—I. Contrast with *th*<sup>1</sup>. II. By analogy from *v* as *th*<sup>1</sup> from *f*.

### *S.* [ʊ]

*Formation:*—Fore part of the tongue raised so as to leave only a small center aperture between it and the hard palate. Through this aperture the breath passes out striking against the edges of the nearly closed teeth. It appears to be of little importance over just what point of the surface of the tongue the center aperture is made—whether at the tip or a little farther back,—if only the angle at which the stream of breath strikes against the edges of the teeth be right. Professor A. M. Bell says: "The nearly horizontal position of the tongue for this element requires the teeth to be very closely approximated,—but without touching." *C* before *e, i,* and *y* (*c* soft) also has this sound. Ex., *sit, basket, yes, cent, cider, cypress.*

*Method of Development:*—I. Imitation. Show the pupil the center aperture over the tongue and attract his attention to the central stream of breath to be plainly felt through the nearly closed teeth. Use a strip of paper or a feather to show direction and force of breath. II. Nearly close the teeth while giving whispered *e*. III. Manipulation from *th*<sup>1</sup>. As the general position of the tongue is nearly identical with that of *th*, while the

tongue endeavors to retain the position and continue the sound of *th*<sup>1</sup> let the point be pushed gently back.

### *Z* [ʒ]

*Formation*:—Center aperture over the fore part of the tongue as for *s*; teeth in same position; breath vocalized. This sound is also represented by *s*; Professor Porter, in the preface to the International Dictionary, says of this sound that “When final in a syllable and not followed immediately by a vowel or other sonant element, it takes a vanish of a surd *s* sound.” Ex., *zone*, *frozen*, *buzz*, *his*.

*Method of Development*:—I. Contrast with *s*.<sup>1</sup> Let the pupil feel the vibration in the teeth, chin and throat. II. Nearly close the teeth while giving *e*. III. Manipulation from *th*<sup>2</sup> as *s* from *th*.<sup>1</sup>

### *Sh*. [ʃ]

*Formation*:—Fore part of the tongue raised so as to form a center aperture slightly larger and farther back than for *s*. Through this aperture the breath passes out striking against the edges of the nearly closed teeth. Ex., *she*, *bushel*, *fish*.

*Method of Development*:—I. Imitation. Show the pupil the teeth and attract his attention to the wide stream of breath. A diagram of the position of the tongue in the mouth may be of assistance. II. Contrast with *s*, attracting the pupil’s attention to the altered position of the tongue and to the wider stream of breath. III. *Sh* may frequently be obtained from voiceless *r* by simply closing the teeth while the pupil attempts to retain the tongue position for *r*.

### *Zh*. [ʒ]

*Formation*:—Tongue and teeth in the same position as for *sh* but voice is given instead of breath. This sound is represented in our language by *s* or *z*. It does not occur initial. Ex.,—, *measure*, *azure*.

*Method of Development*:—I. Contrast with *sh*. Let the pupil feel the vibration in the jaw, chin, back of the neck and throat.

### *R*. [ʁ]

*Formation*:—Point of the tongue turned up to the spring of the hard palate and made to vibrate by a stream of breath directed over it. Prof. A. M. Bell says: “When the tip of the

tongue is narrowed and presented without contact to the upper gum or front part of the palate, the passage of the breath causes the tongue to quiver or vibrate more or less strongly, and the sound of *r* is produced." *R* final cannot be classed as a consonant sound. Ex., *run*, *laurel*, —.

*Method of Development*:—I. Imitation. Show the pupil the position of the tongue and let him feel the vibration in the tip of the tongue while the sound is being given. II. By analogy from *th*.<sup>2</sup> Let the pupil observe that the character of the vibration in the tip of the tongue is the same in the two sounds but that the point of application differs.

*Note.* *R* may be considered as non-vocal when following a non-vocal consonant. Contrast *pray* - - - *bray*; *try* - - - *dry*; *crow* - - - *grow*, etc.

*(To be continued.)*

## THE MAKING OF THE MAN.

GEORGE H. PUTNAM, OLATHE, KANSAS.

"We have learned to make money, but we fail to make men," said General Armstrong. And one might add concerning another large class of men, "They have made a name, but failed to make a character." Wealth and fame are the twin ambitions that rule the world, and it is not strange that men do not reap what they do not sow, nor gain what they do not seek. The man that consciously aims to develop his character to the utmost is as rare as the rich man in heaven, and what can we expect of the child under the conditions? The child is thrown into the midst of contending forces—the school against the influence of home and society, with the odds against the school; for the teacher's sphere is largely intellectual and the work is usually regarded as a task, while the opposing forces appeal to him on his social side and by means of his enjoyments. Is it difficult to predict the result, when the teacher advises the pupil to "lay up treasure in heaven," but struggling humanity is engaged in the one great endeavor to pile up dollars on earth? Is it not difficult to instil into the minds and hearts of children the beauty of the Golden Rule, when almost every word and act of the world as they see it is a living illustration of David Harum's version—"Do unto the other feller the way he'd like to do unto you,—an' do it fust"?

It is this condition and these influences that the schools are obliged to meet, and when all the problems of the school room have been solved, when a careful study of the conduct of the individual in school and in after life has been made, it will be found that success—the success which makes the diligent student, that which gives power in the battles of life, that which shines forth in the world as character—depends upon the influences we bring to bear upon the child to create and develop right motives. It is the teacher's great problem to make the pupil feel that the

glory and perpetuity of the monument above ground depends upon the care and skill bestowed upon that which is below the surface, and that his life is the monument he is building, not for a day, but for eternity. It is a problem of great difficulty; for the child sees the pleasures of the present moment as through a field glass, while the future good for which his teachers are urging him to strive and offer up his sacrifices is seen with the field glass reversed.

What are the motives that influence the child, and how are they to be treated? Are they to be strengthened or restrained? Are they to be eradicated, or turned in a new direction? It is when we begin to consider these questions that the importance of right training at the start forces itself upon our attention. To strengthen and turn in new channels in early years does not prove difficult, but to restrain and eradicate in later life taxes the teacher's resources to the utmost.

The great faults of child training are the bondage to system and a discipline of fear and force in the school, and unlimited license out of school, neither plan being suited to the child's best development. Instruction on moral subjects is good as far as it goes, but it does not go far enough to do any good. In order to build character there must be knowledge of what is right and just and wise, and action resulting from freedom of choice. On the negative side there should be punishment of misdeeds, prompt and certain, as near a natural consequence of the act as possible, and free from personal feeling or caprice. Punishment should approach in character the inflexibility of nature's laws. Character is largely the result of bringing these forces to bear on the child during his earliest years. I believe the weight of testimony will bear out my experience that the young man's character is practically formed for life in the primary and intermediate schools. The succeeding years but bear him on in the channels of habit and aim already formed. Changes sometimes come, like revolutions, the result of overwhelming forces late in life, but the fundamental principles of justice, honor, courage, concentration, self-control, and ambition are established at a very early age, and changes are confined almost entirely to details. Even in apparent revolutions in character it



is only the development of forces, long latent, and favorable conditions, that give Mr. Hyde his opportunity to overcome Dr. Jekyll. The forces contending in the nature of most men are so evenly matched that it requires little in the way of temptation to tip the scale from one side to the other. But in early years it is possible in most cases to establish right convictions on moral subjects, and by proper exercises to form habits and build up character strong enough to withstand the temptations of later life.

The first appeal must be made to the intellect. The child must be made to *think right*. Kind words may do it; sarcasm has done it; a thrashing is sometimes the best way to make the child think, but these are correctives. What can be done in the way of instruction in the school room to lay the foundation for right thinking? It seems to me that simple stories that point a moral reach the mind and form the judgment better than any other kind of instruction. The stories should deal with the concrete, and leave the abstract for the pupil to dig out for himself. Such stories, selected with care, may be made the basis of comparison for all succeeding stories, historic facts, and the acts of the children themselves. If the pupil has once pronounced sound judgment in a case where his own interests were not involved or his passions excited, he may quickly be convinced of his own error, when he has forgotten himself, by suggesting the comparison between his own act and the story that meets his case. By forming a judgment in calmness and without prejudice, not only has the mind received an impression that creates tendency, but a standard has been set up, and pride operates strongly to keep the pupil from receding from his position. Lessons especially directed to impress each trait of character should have a place in the course, and serve as a basis of comparison in all future work. Biography should be studied, not so much for the incidents, as for the traits of character revealed in them. Biography, wisely treated, forms one of the strongest influences in the making of men. From these simple stepping-stones the pupil, guided by teachers of cultured brain and sympathetic hearts, should advance through the fields of literature, confirming sound judgments and gaining ideals of beauty and of power at every step, and inspiration to spur him on to victory.

The next step is action—the putting into practice of the lessons of the school room to confirm habits of right doing before adverse influences can begin their deadly work. It is the action in which the child thinks, decides, and executes for himself that is to make the man. Though the lessons and practice in the school room are of great importance in influencing the mind, the play-ground is the place where the great lessons of justice, truth, honor, self-control, and executive ability are brought out and impressed or the opposite traits become confirmed.

There is too little control exercised over the hours of play, even in schools which control the whole of the pupil's time. There is need of a teacher on the play-ground as certainly as in the school room,—not to drive, but to lead in a great variety of exercises and games, made as free and spontaneous as possible. The teacher that enters into the spirit of the game will not have to use force to secure justice, honor, and observance of rules. His greatest work will be to so organize the play that every one shall have an opportunity to play all parts of the games and especially to have practice in the art of leadership. There are always a few, who, by reason of superior strength and force of will, take the lead in everything and keep it through their whole career in school, while others of a retiring disposition as naturally gravitate into positions of slavish followers. In unrestricted play these self-appointed leaders develop the qualities of arrogance and pride; and on the other hand, discontented followers, incapable of attracting the attention or wielding the power of their more forceful companions, harbor envy, hatred, and revenge, or, what is far worse, become inactive and spiritless.

Every child should have an opportunity to develop executive ability. "For whosoever hath, to him shall be given" is nowhere emphasized so much as on the play-ground, and the boys that need most to exercise and develop force of will are the ones that are set aside to keep score or watch the game. These wall-flowers should be gathered up and organized in a game of their own and given an opportunity to develop themselves,—and a push, if necessary. In all games which involve competition, let all the pupils in turn act the part of umpire or judge; for in no other position does a child develop so rapidly

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his qualities of courage, concentration and decision, and gain ideas of honor and justice. There are many lively games for children that should be early brought into use to develop attention, alertness, and leadership; but chief among the objects to be gained is the habit of working together in harmony, all uniting in acts for the common good or the common pleasure. This principle should be made prominent in all games—it will reach its highest development in foot ball, where the team works as a unit, and each member subordinates his own individuality in order to perfect the machine.

If these lessons can be crystallized into habits, the pupil will go out into the world with something far better than mere book learning. By all means let us have a "Master of Sport,"—not only a man who knows games from "ring-around-the-roses" to football, but a man who understands character and the making of the man on the play-ground. In the rough and tumble of a football game, when fists begin to fly, of what use are the lessons of the school room in the excitement of the moment? But a teacher's jolly laugh and "Take it like a man" turn the tide at once and the game goes on—and one scarcely realizes that a great lesson in self-control has been given. The lessons of the school room may be called up afterwards, and a stronger impression made. It is this action and reaction between the school room and the play-ground that develops in the pupil the strength to gain the mastery over self and win the victory for right.

The motives that influence the pupil during these earlier years are simple ones—the desire to excel, to stand well in the eyes of his companions, and to secure the approval of his teacher, if the teacher is what he ought to be. But there comes a time when manhood awakes, when the youth looks further than the day's pleasures, and ambitions begin to stir within him. It is at this turning point, usually between fourteen and eighteen, that the greatest care is needed to draw the mind towards the higher ideals of human destiny. It is at this time, however, that instruction generally centers on lifeless forms and with the restraint of the school room petrifies rather than inspires the youth's better nature. Out of school he keeps up the same ceaseless grind, or jumps to the opposite extreme—an aimless leisure,

The time-serving teacher or educator that allows such a condition to exist is not dead as some say—it might be better if he were—but he is a microbe that breeds death. At no other period of life does the youth need so much, in school and on the playground, the influence of a teacher and companion of noble nature and exuberant life, one that can inspire as well as lead in the struggle for life on a higher plane. More and more as I grow older do I see how a few master minds that I knew in the school room have written their names in my heart and planted the seed of better things.

With every year of study and observation the conviction grows stronger that the character of the teacher is the great factor in the making of the man. Children are hero-worshippers—they bow down before the man of muscle or the man of brains, and such a man, *if he sympathize with his pupils*, can do anything. If he possess this sympathy with noble purposes and high ideals, we have the right man for the teacher. In his sympathy for the pupil, he need not depart a hair's breadth from right and justice—it is simply in the point of view, the manner of getting at right decisions that makes the child look upon the teacher as a friend to be consulted and trusted. The teacher is the life of the school—his character, not his learning, is the foundation of all growth, mental as well as moral; for it is only through the stimulated and inspired will that the pupil makes effort in any direction. But the making of the teacher is too broad a subject for this article and deserves to be treated by itself.

Much has been written in regard to the military system as a means of making men and much has been claimed for it. A writer in a recent magazine has given an exhaustive analysis of the methods and results of the military system at West Point. He acknowledges that its code of honor and justice is an artificial one, and recent revelations at West Point seem to prove this to be true, even if the case be no worse. But what does it all amount to, if it succeeds in making the soldier and fails to make the man?

The truth is that in one respect only does the military system attain excellence and this is in the matter of efficiency.

This alone, however, is sufficient to recommend it to every one interested in the training of the young. Much credit is given to the careful and rigid marking system which obtains at West Point. To state the matter briefly, the marking system accomplishes its remarkable results at West Point, because it is applied to educational methods that require practice as well as study; the student has something to do as well as to learn, and efficiency in action is conditioned on diligence in study. To apply the marking system to primary and secondary schools in which courses of study require everything to be learned and almost nothing to be put into practice, only aggravates an evil already a weakness in all of our schools. It puts a premium on machine work, and fosters in the pupil the motive to gain high grades, regardless of the method or the effect on mental power and moral character. The pupil that memorizes subject-matter that he does not comprehend for the purpose of gaining high grades in examination is not only building a foundation of mental weakness for all future work, but he is also undermining his character; and it is because our methods encourage this kind of work that the product of our schools is so largely sham. Not only in the military department, but in all other departments of learning in which practice depends on study, and hand works with brain for the accomplishment of results, we shall find efficiency to a remarkable degree. To memorize the text of military science for the purpose of passing an examination with a grade of seventy-five per cent. is not sufficient; study must result in a hundred per cent. movement on the drill-ground. No failures are so apparent or so stimulating as those attempts to apply what we have learned, because they show us our real power as an executive and our real worth as a man.

In order to develop this efficiency and stimulate each individual will into an active engine of progress, there must be something more in every lesson than a task for the memory. There must be something to do, something to apply to daily life, something to work into habits and principles until character is formed. It is easy to suggest plans and ideas for this training, but it takes much hard work on the part of the teacher to carry them out. It consists in making work depend on the under-

standing of written directions; problems learned in the school room to be worked out in the shops; difficulties and quarrels between pupils written out by those concerned and decisions on the same rendered by every member of the class; more responsibility in the school room, opportunities being given the pupil to lead and control, taking the teacher's place; more action, less writing from memory. By their very nature these exercises cultivate the power of attention and become an efficient means of training the will. Every effort should be made to complete the exercise—to make it a work of art. Furthermore, this system should prevail during every hour of the day and the pupil should be made to feel that he may be called on to give an account at any moment. Have less forbidding of wrong things—more direction in doing right things. Redeeming the time with good, must be the watchword.

We now have methods and exercises designed to increase intelligence, develop judgment and efficiency, cultivate self-reliance and self-control, and train the pupil in numerous other virtues, but we have yet to establish the ruling motive—the direction of the will to high ideals and worthy ends—and the ambition to be successful in the best interpretation of that word. Huxley in his essay on “A Liberal Education” compares life to a game of chess—the interest in learning the rules and the attention one gives to the playing of the game are what we ought to give to the game of life. In one way or another this analogy should be constantly before the pupils. They show no lack of interest in their games, and it ought not to be difficult for them to appreciate the comparison. Every lesson ought to have some bearing on this important game of life, and this relation should be made clear. Do you know whether or not the lessons you teach have any effect in forming the pupils' opinions and establishing their principles? Test it. The calls for expressions of judgment should be constant. To get the pupil to commit himself honestly is the first step and a long step toward forming his character. I have been surprised at the sincerity of their decisions and their willingness to listen to reason, when some point, overlooked in a too hasty judgment, has been brought to their

attention. History, biography, and literature give many opportunities for this exercise.

During the past two years, a certain time every week has been set aside for the discussion of "problems,"—problems in which the pupils are concerned, problems of state, or anything that they have gleaned from the papers. These free discussions form not only an admirable exercise in language, such as they need most to know, but they are often successful in destroying the first seeds of prejudice, especially in matters of institution life. One can hardly imagine the under-current of ill-feeling, worry, and unhappiness, that has no other source than misunderstanding and misconception. These things all have a part in forming the character, and should not be left to themselves ; for if they are set right at the beginning, they are right for all time and it establishes a foundation for cumulative results which cannot be estimated. In cases where pupils show a tendency to take the wrong side of a question, an exercise in the form of a debate, the pupil always taking the side commonly accepted as right, will often be found sufficient to turn the scale in the right direction. Suggestion, even without the aid of hypnotism, is a powerful agency, and what the pupil studies for the purpose of defending in argument, he finally learns to believe. This principle is established by some remarkable cases in history, and I have seen enough of its results to be convinced of its usefulness. Another influence may be found in the tendency of our pupils to look ahead and anticipate pleasurable occasions—it affords opportunities for strong comparisons and stimulating lessons. This is the secret of the high ideal—to live for the higher pleasure and more lasting happiness of a permanent good.

Not only do these methods and exercises give the pupil a strong predisposition towards the right, but they establish a class opinion, which becomes an important factor in ordinary cases of discipline. This class opinion is almost always right, and no stronger influence can be brought to bear upon a rebellious pupil than to be made to feel that the judgment of his classmates is against him. How often do teachers inflict punishment, which is just in itself and ordinarily would be upheld by the class, but there is something in the manner of the teacher



and his attitude toward the boy that takes from the punishment the appearance of justice, and the class opinion veers over to the boy's side! Is there any doubt of evil effect? The boy becomes a hero and more than ever confirmed in his opposition to the teacher, and the class has been given a push in the wrong direction which will be difficult to remedy. The love of justice is really strong in the young and it forms a good foundation stone on which to build character. It is because use is made of this principle that trial by a school "court" is so valuable. It is not at all necessary that all the intricacies of court procedure be carried out; the benefit is in securing an exhaustive discussion of the rule which has been violated and establishing a healthy public opinion in the school; the judgment and penalty are necessary, but these are the least of the benefits to be gained.

Exercises to establish individual traits of character are valuable, but there is a higher aim yet—to unify these traits in the ideal man or the ideal woman and to become imbued with the desire to reach this ideal. I have had pupils write out their aims and construct their ideals, which they have amended from time to time as new ideas and principles become established in their minds. I believe it is well to have a purpose clearly stated, but I have always counselled against any insincerity or extravagance in this work. These records are, of course, the result of all the influences that surround the pupil, and the value of making the records cannot be estimated, but they often show which influences are most effective and thus they become valuable to the teacher.

It is the highest purpose of our schools to make the man. The principles brought forth in this article are general—the details must be worked out by every teacher for himself. Every teacher is to solve these problems as if he were training his own boy,—with the loving interest of the parent and the critical mind of the philosopher. This earnestness should prevail in the plan and organization of the whole school. It means more expense perhaps, more work, and especially more thought. It means disappointment often times; for the teacher will see the labor of months go down before some slight temptation; but I cannot believe that the work is lost or the teacher's effort a failure—



sometime it will prove its worth. But the only thing that really concerns the teacher is to do his duty with the light he has—the results must be left with a higher power. I have written of the boy and the making of the man; I do not think there is anything that will not apply equally well to the girl and the making of the woman. Is it all worth while? Let Horace Mann answer, “Yes; if it was my boy.”

## HISTORICAL NOTES CONCERNING THE TEACHING OF SPEECH TO THE DEAF.<sup>1</sup>

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### APPENDIX 49.

GLEANINGS FROM THE PHILADELPHIA NEWSPAPERS OF 1816.

[Files of the following Philadelphia newspapers preserved in the Congressional Library, Washington, D. C., have been examined by Mr. John H. Zable for notices relating to the deaf:—Poulson's American Daily Advertiser, General Aurora Advertiser, Weekly Aurora, Freeman's Journal and Columbian Chronicle; and the Portfolio.

The examination related to the issues published between the dates August 1, and December 31, 1816; but so many notices were found in Poulson's Daily Advertiser that the search in that paper was carried back to June 8, 1816, and forward to March 19, 1817.

Mr. Zable notes the following numbers as missing from the Congressional Library file:—General Aurora Advertiser—issues of November 30 and December 26, 1816, missing; Freeman's Journal and Columbian Chronicle—issues of August 6, October 29, November 1, 5, 8, 12, 19, and 29, 1816, missing.

The material collected by Mr. Zable includes items relating to William Lee, the American Consul at Bordeaux, the original promoter of the New York Institution.—A. G. B.]

(From *Poulson's American Daily Advertiser*, published at Philadelphia.)

1816, July 20: "Lee of Bordeaux, not being able to continue the exercise of his consular functions, is about

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<sup>1</sup>By Alexander Graham Bell. Six chapters of this work have been published in Vol. II, with Appendices A to P, see Index to Vol. II. For Appendices Q to 39, see Index to Vol. III. For Appendices 40 to 48, see Vol. IV, pp. 19 to 41.—ED.

to embark for the United States." (Extract from a letter from a gentleman in Paris, to his friend in Philadelphia, dated May 24.)

1816, Aug. 5: "The ship *Laguira*, Capt. Norton, which arrived at this port yesterday, sailed from Bordeaux on the 12th of June, and from the river on the 18th.

Mr. Lee, American Consul, and family, came home in the *Laguira*."

1816, Aug. 13: Letter from New York, dated August 10, announcing arrival of ship *Mary Augusta*, from Havre, having on board Rev. T. H. Gallaudet and Laurent Clerc; with brief statement of proposed Hartford School.

1816, Aug. 28: Communication from Hartford, Conn., congratulating public on return of Gallaudet with Clerc.

1816, Sept. 13: Letter from Boston, Mass., dated September 7, headed "Interesting to Humanity," announces arrival of Clerc, Gallaudet and Cogswell in Boston, and speaks of the proposed Hartford School.

This issue also contains a poem by Lydia Huntley "Addressed to a very interesting and intelligent little girl, deprived of the faculties of speech and hearing." (Alice Cogswell, A. G. B.)

1816, Oct. 18: Contains Clerc's definition of gratitude—"The Memory of the heart."

1816, Oct. 24: About the conviction of a criminal upon the testimony of a boy born deaf and dumb.

1816, Dec. 5: Call for public meeting to be held in Washington Hall on Saturday next, to demonstrate the efficiency of the system of instruction pursued by the Abbe Sicard as displayed in the attainments of Mr. Clerc.

1816, Dec. 7: Call for the meeting in Washington Hall repeated. This issue also contains an article entitled "Deaf and Dumb," quoted from the *United States Gazette*, in relation to the proposed meeting in Washington Hall, which concludes as follows:—"It is not intended to make any call at the meeting upon the benevolence of the persons assembled, but to show them what has been done, what can be done, and what

ought to be done in behalf of a most unfortunate and interesting class of human beings."

1816, Dec. 12: Proceedings in full of the public meeting held at Washington Hall, South Third Street, on Saturday afternoon, the 7th inst. Hon. William Tilghman, Chief Justice, in the Chair; John Bacon, Secretary. This contains an abstract of the address by Charles Chauncey, Esq.; also Clerc's address in full as read by Gallaudet; also resolutions thanking Clerc, and appointing a committee of ten to appoint suitable persons to receive contributions and report proceedings in the public prints of the city, also Clerc's replies to questions. The whole signed by William Tilghman, President; John Bacon, Secretary. (A long article of about 2700 words. These proceedings were also published in full in the *Commercial Advertiser*, N. Y., December 12, 1816, quoted from the *Philadelphia True American*. See REVIEW III, 343; they also appeared in the *Freeman's Journal*, December 13, 1816,—see below.—A. G. B.)

This issue also contains a report from the committee appointed to select suitable persons to wait upon the inhabitants of city and district to receive contributions to aid in the instruction of the deaf and dumb in the United States. Signed William Tilghman, Chairman; Jonah Thompson, Secretary. (The same report appears in the *Freeman's Journal* of December 13, 1816—see below—but is there supplemented by a long list of names of persons added to the Committee.—A. G. B.)

This issue also contains a letter<sup>1</sup> entitled, "Pause for a Moment," signed by "Argus."

1816, Dec. 14: Contains a "Reply to Argus,"<sup>1</sup> by "A Philadelphian":—Another reply to Argus<sup>1</sup> by "Philadelphus," and an article<sup>1</sup> relating to the fourth meeting of New York citizens at the Mayor's office, New York, December 6, 1816, signed "Advocate."

1816, Dec. 16: A letter<sup>1</sup> signed "Public Good."

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<sup>1</sup>Reproduced below.—A. G. B.

- 1816, Dec. 18: A letter<sup>1</sup> signed "Pensacola"; and a "Reply to "Philadelphus,"<sup>1</sup> signed by "Philaethes."
- 1816, Dec. 20: An anonymous letter<sup>1</sup> criticizing the reply of "Philaethes" to "Philadelphus," and a short article headed "The Deaf and Dumb."
- 1816, Dec. 28: An anonymous poem entitled "Deaf and Dumb," quoted from U. S. Gazette.

(From *The General Aurora Advertiser*, published at Philadelphia.)

- 1816, Aug. 2: "A CARD" by Col. Roul, relating to Consul Lee.
- 1816, Aug. 12: "Mr. Capelano, one of the finest sculptors of Europe, has arrived in this city with Mr. Lee from Bordeaux," &c.
- 1816, Aug. 16: "Col. Roul, a French officer arrived in Baltimore, has published an acknowledgment of gratitude to Mr. Lee, late Consul at Bordeaux, for his assistance and hospitality, which enabled him to escape the vengeance of the Bourbon government."
- 1816, Oct. 24: Article referring to a petition presented to the Legislature of Connecticut for a grant of money in aid of the Hartford school, speaks of Clerc, and quotes some questions asked him with his replies.
- 1816, Nov. 11: Letter from "A Son of New York," in relation to the third meeting of New York citizens, held Nov. 4, 1816.

This issue also contains a letter from William Lee, formerly Consul at Bordeaux, addressed from "No. 5 Broadway, New York," and headed "Interesting to Frenchmen," in which Mr. Lee speaks of the organization of a company under the title of "The Colonial Society," for the purpose of assisting Frenchmen to make a settlement on the banks of the

<sup>1</sup>Reproduced below.—A. G. B.

Ohio and Mississippi. He signs the letter as Vice-President of the Society.

(From *Freeman's Journal and Columbian Chronicle*, published at Philadelphia.)

1816, Dec. 13: Full proceedings of public meeting held at Washington Hall, South Third Street, on Saturday afternoon, the 7th inst., signed by William Tilghman, President, John Bacon, Secretary. (Also published in *Poulson's Daily Advertiser*, December 12, see above.—A. G. B.)

This issue also contains a report of Committee appointed at the public meeting held at Washington Hall, December 7, 1816, to select suitable persons to wait upon the inhabitants of the city and district to receive contributions to aid in the instruction of the Deaf and Dumb in the United States. Signed William Tilghman, Chairman, Jonah Thompson, Secretary. (The same report appeared in *Poulson's American Advertiser*, December 12, 1816, see above, but is here amplified by the addition of a long list of names of persons selected.—A. G. B.)

1816, Dec. 27: This contains the celebrated letter of M. Gard, the deaf teacher of Bordeaux, France, dated April, 1816, which was brought to America by William Lee, U. S. Consul at Bordeaux, and which led to the establishment of the New York Institution. M. Gard's letter is prefaced by a communication signed "A. B." (Published in full in the February REVIEW IV, 19.—A. G. B.)

This issue also contains the following news item relating to Lee:—"The Senate of the United States has confirmed the appointment of William Lee, Esq., late Consul at Bordeaux, to be Accountant of the War Department."

This issue also contains "A toast, given by Mr. Laurent Clerc, at a thanksgiving dinner in Philadelphia."

The following are some of the articles alluded to above:—

EXTRACTS FROM THE PHILADELPHIA NEWSPAPERS OF 1816.

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LETTER FROM ARGUS.

(From *Poulson's American Daily Advertiser*, 1816, December 12.)

PAUSE FOR A MOMENT.

It is certainly due to the citizens of Philadelphia, (who are about to be called upon for donations in aid of an establishment for the instruction of the Deaf and Dumb,) that they understand *distinctly*, that the money which may be collected is to be applied towards the support of an institution founded at HARTFORD IN CONNECTICUT. In the proceedings of a meeting recently held for the promotion of this object, the *intention is not as clearly stated, as it might have been*. It is not asserted that ambiguity was the result of design, though it is manifest, that the *locality of the establishment* for the nourishment of which our bounty is solicited, is not mentioned in any part of the doings of that meeting.

We are far from wishing to enfeeble the charitable dispositions of our fellow citizens, but they ought to know that in the city and neighborhood of Philadelphia, it is supposed, not less than *one hundred* of the unfortunate Deaf and Dumb can be found, who demand our sympathy and assistance, *at home*. Justice required this exposition, and now let every one act as they deem proper.

ARGUS.

~~Be~~ Editors of newspapers who have or may publish the proceedings of the meeting alluded to, will perform an act of justice to their subscribers by inserting the above.

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REPLY TO ARGUS BY A PHILADELPHIAN.

(From *Poulson's American Daily Advertiser*, 1816, December 14.)

It appears to me that Argus is unnecessarily alarmed for the interests of Philadelphia, in warning the citizens to reflect before they contribute to so laudable

an Institution as that proposed to be founded in Connecticut for the Education of the Deaf and Dumb.

Why should we withhold our patronage and assistance in establishing a school so universally useful because it is not in, and for the particular benefit of, our own City.

It is probable that sufficient funds cannot be immediately raised to form more than one Institution, and with equal propriety might all our States and Cities, say—Place the school with us and we will give freely. Fie upon it! Fie upon it! I blush to think that so selfish a sentiment should rise in the breast of a Philadelphian, famous for their liberality to all Public improvements.

From the encouragement given by a few Gentlemen of Boston and Connecticut, who were at the expense of sending a Gentleman to France to learn from the Abbe Sicard, his mode of instructing the Deaf and Dumb, it is more easy and practicable, as well as more just, to commence the School in Connecticut, from whence in a short time Teachers may be obtained for the instruction of these unfortunate persons throughout the United States.

I hope our Citizens will distinguish themselves by a liberal contribution to the founding of this Establishment wherever the gentlemen who have undertaken it think proper to place it.

I would suggest to the Managers of the School the propriety of receiving children from all parts of the United States, on as low terms as the Institution can afford, and of giving equal instruction *gratis*, to those children whose parents cannot afford to pay any thing.

A PHILADELPHIAN.

December 12.

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ANOTHER REPLY TO ARGUS BY PHILADELPHUS.

(From *Poulson's American Daily Advertiser*, 1816, December 14.)

FELLOW CITIZENS:

A statement, headed "*Pause for a Moment*," has relieved some anxieties I have had upon reading the proceedings of those "who felt an interest in the instruction



of the Deaf and Dumb.”—Had it been explained at that meeting, that this application was for the support of an Institution in a distant state, or had Philanthropic gentlemen, who are able and willing to sustain the Charities of our neighbours, themselves have done it, so far well.

But appointing ward committees to enjoin our citizens to do it, when they have so many calls upon them for charities at home, and for the Deaf and Dumb too in our own state, appears to require remark.

The Citizens of Philadelphia rank as high as any part of the Union for their liberality and substantial public charities, on all proper occasions; they ought not to be pressed upon with too many solicitations for distant places, some of which that have formerly been urged upon them, have been declared by the Cities the money was sent to, unnecessary and not desired by them.

The writer considers himself a Philanthropist, and apprehends his private annual charities need not shrink from a comparison of any of the respectable gentlemen of the meeting; but he is of opinion that the noble spirit of the public of this city, should not be so frequently drawn upon, as to deter from exertions on proper occasions.

PHILADELPHUS.

#### ADVOCATE'S ARTICLES ABOUT THE NEW YORK MOVEMENT.

(From *Poulson's American Daily Advertiser*, 1816, December 14.)

#### Deaf and Dumb.

New York December 12.

At a meeting of a number of citizens, to take into consideration the propriety and practicability of forming an institution in the city of New York, for teaching the Deaf and Dumb, held according to adjournment, on the 6th instant, in the mayor's room, city hall, General Matthew Clarkson in the chair—

*Resolved*, That Messrs. Z. Lewis and J. Nitchie, of the 1st ward—Messrs. J. W. Brackett and P. Howes, of the 2d ward—Messrs. J. B. Scott and H. Wheaton of the 3d ward—Messrs. E. W. King and W. L. Rose of

the 4th ward—Dr. Mitchell and the Rev. J. Stanford, of the 5th ward—Mr. Colin Read and the Rev. Dr. M'Leod, of the 6th ward—Messrs. G. Buckmaster and S. Ackerly of the 7th ward—Messrs. A. Labagh and G. Lindsay, of the 8th ward—Messrs. T. C. Taylor and N. Fish, of the 9th ward—Messrs. R. Munson and James Palmer, of the 10th ward, be requested in behalf of this meeting to make inquiries, and receive information, concerning the number of Deaf and Dumb in their respective districts, and report to an adjourned meeting.

*Resolved*, That this resolution be published in the newspapers in this city; and the citizens are requested to furnish the necessary information to the above persons.

*Resolved*, That this meeting adjourn to meet in this place on the 2d Tuesday in January next, at 4 o'clock in the afternoon.

MATTHEW CLARKSON, Chairman.

It is a subject of congratulation to the friends of humanity, that some intelligent citizens have taken into consideration the practicability of establishing an institution in this city for teaching the Deaf and Dumb. Perhaps it is a truth not generally known, that the art of teaching those unfortunate beings who have been born deaf, and consequently dumb, has arrived to so great a perfection, that they are actually taught to read, write and *speak*, and understand what is spoken! Of all the intellectual acquirements of man, the noblest is that of vocal speech; and to be the means of imparting this to individuals who must remain dumb for life, without the interference of their more fortunate fellow-beings—what can be more delightful to philanthropy?—what more worthy of christianity?

It should be further understood, that there are two systems of teaching the Deaf and Dumb—one practised by the French; the other by the English, or rather Scottish school.

The last is so unlike the first, that it may be considered as a distinct art. The followers of the celebrated Abbe L'Epee profess to teach, by methodical signs, and instruct the pupils to converse, by this means, with *each other only*, whereas, the Scottish school has attained the astonishing means of instructing *them to speak with the tongue*, and become useful and intelligent members of society.

We shall conclude these remarks by a few extracts from the New Edinburgh Encyclopedia, vol. 8.

"No person, perhaps, has ever conducted the education of the deaf and dumb in all its branches with more distinguished success than Mr. Thomas Braidwood." "He entered on the profession with a single pupil at Edinburgh in 1764, and he continued teaching a large school for many years untill his death, in 1806." The editors then proceed to give Dr. Johnson's testimony on this subject, who visited Mr. Braidwood's academy in 1773.

"There is one philosophical curiosity," says he, "to be found in Edinburgh which no other city has to show—a college of the deaf and dumb, who are taught to *speak*, to read, to write, and to practise arithmetic, by a gentleman, whose name is Braidwood.

"The number which attends him, I think about twelve, which he brings together in a school, and instructs according to their several degrees of proficiency."

"This school I visited, and found several scholars waiting for their master, whom they are said to receive at his entrance with smiling countenances and sparkling eyes, delighted with the hope of new ideas."

"The improvement of Mr. Braidwood's pupils is wonderful. They not only *speak* write and understand what is written, but if he that speaks looks towards them, and modifies his organs by distinct and full utterance, they know so well what is spoken that it is an expression scarcely figurative to say, they hear with the eye."

He afterwards adds, in his characteristic manner. "It was pleasing to see one of the most desperate of human calamities capable of so much help; whatever enlarges hope will exalt courage. After having seen the deaf taught arithmetic, who would be afraid to cultivate the Hebrides?"

Does not the above statement most incontrovertibly prove the importance and necessity of establishing in this city (as proposed) an institution which shall teach the deaf and dumb to understand vocal speech and to utter articulate sounds, thus restoring them to the pristine dignity of humane nature, and re-integrating them in their proper condition as intellectual beings; an institution which shall instruct these unfortunate

objects of an enlightened benevolence in the improved manner now pursued by Dr. Watson, of Edinburgh? Would not such an establishment be worthy of a city which has done so much to promote and patronize the arts and sciences?

ADVOCATE.

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PUBLIC GOOD SUGGESTS DAY SCHOOLS AND HOME INSTRUCTING.

(From *Poulson's American Daily Advertiser*, 1816, December 16.)

Deaf and Dumb.

I am happy to find the public attention is becoming properly awakened and extended to the relief of this unfortunate class of the human family by contemplating the formation of establishments for their instruction, in the principal Capitols of the United States, instead of concentrating all effort to one spot. By these means education will be brought to the door of the cottage where they principally reside—the general effort will be more diffused—and the aggregate of good performed will greatly exceed what can be effected in any other way.

Connecticut has commenced the glorious career—New York follows—Philadelphia will not be last in adding an institution of this benevolent character to others of a similar description.

It does not require great expense to form the establishment. These *unfortunates* might be boarded in private families and daily attend the school as other pupils do—after they have acquired the mode of receiving and communicating ideas why may not the Lancasterian principle be applied to them. In the bosom of their families all the charities of life are more warmly felt and more actively communicated than in a general institution—the useful trades and professions are better taught, the opportunities of instruction are more frequent and more improved—and the poorer classes, among whom they are more numerous, will derive the full benefit of instruction which they cannot have if they are to be sent to a distance.

Multiplying schools tends to improve the system itself, and perhaps elementary treatises with suitable

ingravings may hereafter be composed, which may enable *Parents at home* to instruct in such cases as in others.

I am by no means averse from making the Connecticut school a liberal donation—it will no doubt receive donations from places who do not contemplate establishments at home, as Albany for instance. But let us by no means omit forming a similar school in Philadelphia—Let schools of this kind pervade the United States.

PUBLIC GOOD.

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LETTER FROM PENSACOLA.

(From *Poulson's American Daily Advertiser*, 1816, December 18.)

Deaf and Dumb.

In order to bring before the public the readiest mode of establishing an Institution for the instruction of the Deaf and Dumb in this City, I would propose that the President of the late meeting upon this subject, call a meeting of the citizens to reinstruct their ward Committees—that they go into a general collection from those willing to give, for the purpose of nourishing an establishment located here, for the benefit of the Deaf and Dumb of this state.

If there are Schools in every state I think the object would be more likely to be beneficially answered, that a general diffusion of its advantages might take place equal to the progressing benefits of the Lancasterian Schools now in successful practice throughout the Union.

PENSACOLA.

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REPLY TO PHILADELPHUS BY PHILALETHES.

(From *Poulson's American Daily Advertiser*, 1816, December 18).

Philadelphus complains in his address to his Fellow Citizens, of the late proceedings in aid to establish a School for the Deaf and Dumb, because, it was not stated at the meeting of the citizens, where the School was to be established. But he is mistaken in the

correctness of his complaint. I was present at the meeting and heard it distinctly stated by the Gentlemen, who presented the Resolutions to the Chair, that the School was to be established at Hartford, Con. and that the charity of the Citizens of Philadelphia, was not expected in such an extent, as would tend to prevent their assistance in establishing one of a similar kind, in our own City, whenever it should be practicable.—But the object was, that assistance might be general, though not individually large. This removed every objection in my own mind, as to the propriety, and justice of the object.—I also think, that broad injunction of Scripture, “Do good to all men as you have opportunity,” binds every person so far as God has given ability.

I agree with P. that the character of Philadelphia, is distinguished for her private and public charities.—But I believe she is not indebted to his late writing for her character, nor the most unfortunate for their relief.—Neither is his reasoning good, because assistance has been sometimes extended to those Strangers who did not need it; therefore solicitations ought not to be pressed upon us too often from abroad.—I ask, is Charity a selfish principle, or is she to have bounds set to her Dominion?—Is not the pain of a starving Arab, as great as that of an American; and is it not as much our duty to relieve the one as the other? because Charity has been misapplied to those who were not needy; shall it be withheld from those who are really needy?—if so, we shall aid in shackling by degrees, the hands of kindness, while the wretched perish supplicating mercy.

The point maintained by P. of his being a Philanthropist I am for from disputing—but I beg leave to remind him, that the example of our Creator in sending rain on the just and on the unjust, in causing the sun to shine on the Hindoo as well as the American, should teach us that true Philanthropy consists in loving and relieving all men without upbraiding—but, if P. should think that men cannot imitate perfection, let him read on the same sheet with his own name, that of Howard and Reynolds, and learn from their example, that the Philanthropist acquires his fame by the miseries he relieves and not by proclaiming it upon the house-top.

I hope the assistance to be afforded the Deaf and Dumb by the Citizens of Philadelphia will be in uni-

son with their former charities—the object is noble—in a word it is no less than raising our fellow mortals, from ignorance to knowledge, from spiritual darkness to spiritual light—from the power of sin and Satan to the liberty of the Children of God—and may I not add from ignorance of the *Law*, which shall compel them to perish without the *Law*, to that knowledge of the *Law*, which shall be to eternal life.

PHILALETHES.

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REPLY TO PHILALETHES.

(From *Poulson's American Daily Advertiser*, 1816, December 20).

I have read in the paper of this morning a reply to Philadelphus by Philalethes on the interesting subject of an Institution for the education of the Deaf and Dumb. I am not disposed to enter the list as a disputant relative to the locality of the School. I wish it well and am disposed to contribute my mite towards the establishment of it at Hartford in Connecticut, remembering in the distribution of the charity that it will be proper at some day to offer some thing towards the formation of a similar plan in Philadelphia—but my attention has been arrested by the sentiments expressed by Philalethes.

The enlarged views of Christian Charity exhibited in a part of his essay are such as meet my cordial approbation. I admit with him that the Christian's hand should be extended to relieve the pain of the starving Arab, as well as the American—and the spirit of our blessed Redeemer would lead us to open our hearts to the distressed, and never could we permit the wretched to perish *while supplicating mercy*, if it were in our power to yield relief.

I admit with him that the benevolent Creator sends his rain on the just and on the unjust, and causes his sun to shine as well on the Hindoo as the American, and true Philanthropy consists in *loving and relieving all men*.

But after all this I am surprised to find Philalethes when portraying the advantages of such an Institution, expressing himself thus—

“In a word, it is no less than raising our fellow  
“mortals from ignorance to knowledge—from spiritual  
“darkness to spiritual light, from the power of sin and  
“Satan to the liberty of the Children of God, and may I  
“not add, from the ignorance of the Law, which shall  
“COMPEL THEM TO PERISH without the Law, to that  
“knowledge of the Law which shall be to Eternal Life.”

Now perhaps I may not understand the meaning of those expressions, but disrobing them of all obscure phrasology, they appear to me in plain language to amount to this.

The untutored Deaf and Dumb from a want of proper education are in a state of gross darkness—under the dominion of Sin, and if they die in this state of ignorance, they are condemned to Eternal Perdition—but by education they are furnished with the knowledge of spiritual things, and are placed in a capacity to obtain Salvation, and may thus inherit Eternal Life.

Now are we to conclude that there is a correspondence between the sentiments of Philalethes in the early part of his essay and the latter. Can these latter sentiments spring from a Divine source? What would be the probable impression produced on the mind of a Deaf and Dumb person if it were practicable to make him fairly understand this view of the subject.

Suppose such a person were told that some great potentate had caused him to be placed in his present situation, and that this potentate had not only deprived him of many of the advantages which his fellow beings around him generally enjoy, but that he had actually passed a decree that all persons in his afflicted situation who did not receive the benefit of scholastic education, should be punished in the severest manner after the death of the body, and that this punishment should be eternal in its duration.

What would be the opinion which the poor agonized dumb man would naturally form of this Potentate—would he view him as a benevolent Being whom he ought to love and worship—or as a cruel and unjust despot whom he would secretly desire to curse.

Who formed the Deaf and Dumb and in inscrutable wisdom placed them in their present state?—I answer, He whose mercies are over all his works; and can we for one moment suppose that this afflicted part of the



Community, while they remain untutored, are objects of his *vengeance* and not of his *compassion*.

I freely confess, as it regards myself, that every feeling of the soul revolts with horror from views so totally at variance with the character of a just and merciful God.

And in the Institution about to be founded, it is my earnest wish that these objects even of *human sympathy*, may in their education be carefully guarded from the bias of Sectarian views of any description—let them be impressed with the great and leading principles of Christianity as admitted by all—and then they will certainly know that the God who formed them is infinite in wisdom and power, *just and equal in all his ways*, and that in his dealings with the Human Family he sustains the character of a COMPASSIONATE FATHER.

*(To be continued.)*

## A VISIT TO THE PRINCIPAL ITALIAN INSTITUTIONS FOR THE DEAF.<sup>1</sup>

BY MISS SCHMIDT, TEACHER AT THE INSTITUTION FOR THE DEAF AT EMDEN, GERMANY.

On the 23d of May, 1902, I left Emden. The first stop was made at Milan. I at first visited the Royal Institution whose director is Professor Ceroni. This boarding institution is only intended for well-to-do pupils. The annual charge for a pupil is 800 lire (\$154.40). The building does not stand by itself, but the entire arrangement meets all modern hygienic requirements. Contrary to my expectation, I was agreeably surprised by the almost painful neatness of all the rooms. The place for gymnastics, which also serves as a play-ground, is well shaded by trees.

The institution has forty-nine pupils, who are separated according to sex, and eight male and female teachers not members of any religious order. Each teacher has two male or female assistants who, in a two years' course, prepare themselves practically and theoretically for the Government examination, and whose duty it is to take charge, with the male and female inspector, of the pupils outside of recitation hours. A priest gives instruction in religion. In no case does the weekly number of hours of recitation exceed twenty-four for each pupil. In the articulation class I was at once struck with the school desks invented by the late Director Eliseo Ghislandi. They are placed in a semi-circle, as usual, but have seats not only on the outer but also on the inner side of the semi-circle. The outer chairs are used in writing exercises, while the inner row of stools enables the teacher to have the pupils close to himself during articulation exercises. In view of the fact that there are institutions where young pupils are required to stand for a whole hour whilst articulating, this arrangement cannot be praised too highly.

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<sup>1</sup>Translated from the German by Dr. H. Jacobson, Washington, D. C.

The girls of the lower class, eight in number, had hardly been six months in the institution, and the articulation exercises which, according to the Italian method, had been gone through without using the written letters, had been as good as finished. The speaking appeared to me easier and less forced than in our German schools. The reason for this may possibly be found in the character of the Italian language, which is richer in vowels than the German. The Italian greeting "La saluto" is certainly much easier to pronounce than the German "Guten Tag."

With the exception of this class, which had been kept in on my account, all the pupils had gone on an excursion which had been arranged for that day. I saw the boys, all dressed uniformly in accordance with their position in life, return from this excursion.

From obvious reasons, instruction in manual labor is not imparted at the Royal Institution, although Director Ceroni is deeply impressed with the moral value of such labor. In his work "Il lavoro professionale" (Professional Labor) he says that knowledge teaches the deaf to recognize their misfortune, but that labor teaches them to conquer it.

One and a half hour a day is devoted to instruction in writing and drawing given by special teachers as a preparation for future activity. In the reception room I saw highly artistic specimens of penmanship and drawing executed by the pupils. The boys had furnished drawings from nature, samples of tapestry, memorial cards, coats of arms and portraits, whilst the work done by the girls comprised monograms, models for embroidery, lace and work in tulle. Each drawing was accompanied by the work itself wrought by hand. From a distance it was in some cases impossible to distinguish the work from the drawing. Besides drawing, opportunity is offered for artistic work (wood carving and sculpture).

The educational apparatus was far behind ours, especially the wall maps and the pictures for object lessons, among which Winkelmann's pictures deserve some praise. The only ones which, in the style of the Hey-Specter and Crüvell pictures, represented scenes from actual life were some old Dutch pictures by Van Lummel, which certainly would find no place in our

schools. For the first instruction in reading I found an excellent little text book by Carlo Perini which, as regards contents and difficulty of language, is thoroughly adapted to the interest and understanding of a child. The author states in the preface that the model for his reader has been the French work, "l'essai d'enseignement synthétique des premiers éléments du langage usuel" (essay on the synthetic instruction in the first elements of the common language) by Rancurel. The selections go from easy to more difficult ones, and for clearness' sake they are arranged in sentences one below the other. I will give two specimens:

Page 8.

Maria is a girl.  
She is Ludwig's sister.  
Maria has a beautiful doll.  
The doll moves its eyes.  
It has curls.  
Maria makes two dresses for the doll.  
Every morning Maria dresses the doll.  
In the evening she puts it in a cradle.  
Maria rocks the doll.  
She does this exactly like a mother does with her children.

Page 37.

A hundred years ago there lived a good priest, whose name was Carl Mickel de l'Epée.

One day he went into a house in Paris.

There he saw two girls busily engaged in sewing.

De l'Epée approached the girls, greeted them friendly and spoke to them; but the poor girls could not make a reply.

They were deaf-mutes.

When the good priest became aware of this, he had pity on them.

He said to the mother: "I will teach your girls and then I will start a school for deaf-mutes."

De l'Epée instructed the girls, and then he founded in Paris a school for deaf-mutes where he instructed many children.

The selections are followed by exercises in language based strictly on the selection. The various short sentences are put together from a purely grammatical point of view.

Accompanied by one of the female teachers, I visited a former pupil of the Royal Institution who is studying painting and who has established an academy of arts for deaf-mutes. Although he was a very wealthy young man, he had distinguished himself by his untiring energy and had already obtained fourteen prizes at expositions. He not only took the greatest pains in instructing his pupils, but in cases of need gave them substantial aid and exercised a most favorable influence over them. When the pupils, about 15 in number, saw their former teacher—the lady who accompanied me—they broke forth in loud and joyful acclamation, and could not do enough to show their gratitude and affection. I learned on this occasion that the hard feelings, which with us so often characterize the meetings of the adult deaf, are unknown here.

From the Royal Institution for the Deaf I went to the Institution for Indigent Deaf from the Country, which is under the direction of a priest, Luigi Casanova. Of the forty-six Italian institutions for the deaf this is the largest and most important. Although founded and maintained entirely by private benevolence, it possesses funds to the amount of 2,000,000 lire (\$386,000). I cannot describe my astonishment, when I saw the palace-like building, and my astonishment increased when I was shown through it. The Royal Institution can in no wise compare with it. Space, light and air are here found in luxurious abundance, and nothing is forgotten which in any way whatever can contribute to the health of the pupils. By the side of the bath-rooms there is a large room specially arranged for foot baths. (Baths are taken twice a week by all the pupils). When I said that possibly the children might be spoiled by their magnificent surroundings, I was told that the hygienic arrangements were absolutely necessary in order to free the children from any germs of disease which they frequently bring from their poor homes. In all other respects they were treated entirely according to their position in society. The dinner at which I was present bore out their statement, for it consisted of bread, salad and cheese, the daily food of the peasants of the campagne. The only drink was water. On Sundays and holidays, however, the children get wine, as is the custom throughout Italy. In spite of

this simple fare, the children looked strong and healthy and gave the impression of being thoroughly contented. As in the Royal Institution, I found here the greatest cleanliness and order, although no servants are kept, and all the work is done by the pupils themselves. The kitchen, the laundry and the sickrooms are in charge of nuns. The beds were carefully made and at the foot of each bedstead was a chair, on which lay a comb and brush, and the head of the bed was, to suit the Easter season, decorated with a fresh olive branch.

The inner arrangement of the school is on a par with the outward magnificence of the building. The ideal of German teachers of the deaf, the separation of the pupils according to their capacity, is realized here. The 115 pupils are, according to their capacity, divided into "A", "B" and "C" pupils and the weak are entirely separated from those possessing a normal capacity. (There is a distance of about 50 paces between the buildings.) The age at which pupils are admitted to the institution is unusually high—between the 9th and 12th year. The course of instruction occupies 8 years. The "A" group has four classes, and the "B" and "C" groups three classes each. Each of the twelve teachers gives twenty-four hours instruction per week. The assistants have charge of the pupils outside of recitation hours. The aim of the instruction varies according to the mental capacity of the pupils. Formation of character is invariably the prime object. It is therefore a well understood principle not to require the children to do anything which does not thoroughly harmonize with their capacity. With the exception of the Director and the assistant Director, no one is authorized to inflict corporal punishment.

The daily course of instruction, etc., is arranged as follows:

6.30 A. M., rise; 7 A. M., Church; 8.30 A. M., recitations; 11 A. M., sollievo (intermission, preparation, etc.) (During the "sollievo" hour the pupils can do as their own fancy dictates, but those who have been lazy during this hour have to make up for lost time); 12 noon, recitations; 1.30 P. M., dinner; 2.30 P. M., manual labor (cabinet making, weaving, shoemaking, tailoring, work in field and garden); 7 P. M., supper, recreation, preparation of lessons for the following day; 8.30 P. M., church, to bed.

The manual labor commences a few months after the pupil has entered the institution. Weaving is considered the easiest labor; but as hand-weaving has long since been crowded out by machine-weaving, this kind of work is not very remunerative.

Drawing, being considered a luxury, is not taught in this institution, which is intended exclusively for poor children.

From the above it will be seen in what manner the capacities of the children are exercised. From early morning till late at night they are kept busy, in order that labor may become a habit with them, and in order that they may early learn to appreciate the blessing which rests on honest labor. But the entire scheme of labor is so well adapted to the mental and bodily capacity and the individual talent and disposition of each pupil that there is no danger of their getting tired. The weak children of the "C" group, with whom signs are also used as a means of instruction, and who, as a general rule, are not able to learn a trade, are trained in some mechanical labor by which in after life they may earn a living. It was very gratifying to see how every possible endeavor is made to heighten the joy of existence for these poor children. Nuns also take part in their instruction, who, like the secular teachers in the Royal Institution, have to go through a two years probation and must obtain the diploma.

In the lower grade I was much interested in the "metronomo" introduced by Professor Tornari. This is a long pendulum, fastened to the ceiling, by which the fluency of speaking is practised. The practical application was as follows: The sentence "Questa signorina è da Germania" (this lady comes from Germany) was repeated until the pronunciation was perfect; and was then spoken once, then twice and finally three times during one movement of the pendulum. In the beginning, the whole thing appeared to me almost childish; but as the mastering of this task is by no means quite easy, and nevertheless gives the children a great deal of pleasure, I changed my opinion and think that it well deserves to be imitated.

In the III A class I witnessed a lesson in Italian history, instruction being imparted by means of a text-book published by M. Carlo Perini, referred to above, which is distinguished

by simple language, by bringing out the main points in history, and by giving a clear and compressed view of all the leading events. I see from the preface that Perini has prepared this book specially for this institution.

I give a specimen from this book:

Page 1.

*The Foundation of Milan.*

The country which is watered by the river Po was formerly called Gallia Cisalpina.

In the year 250 Beloveso, the ruler of Gallia Cisalpina, founded the city of Milan between Olona and Lambro.

The Romans, however, took possession of the city.

The Emperor Massimiano Erculeo came and resided at Milan.

He caused the city to be surrounded by strong walls.

He built large theaters and several temples and palaces.

From that time dates the San Lorenzo pillars, still to be seen in Milan.

Here were the baths of Massimiano Erculeo.

2. *The Christian Religion in Milan.*

The inhabitants of Milan were heathen.

Saint Antalone, pupil of Saint Barnaba, came to Milan to preach the gospel.

Near the Church of S. Eustorgio he planted the sacred cross.

Here the first Christians were baptized.

The Emperor Massimiano Erculeo persecuted the Christians. He took them prisoners and caused them to be put to death in a cruel manner.

Many of them were thrown to the lions and tigers to be devoured by these wild beasts.

The bodies of San Nazaro, San Celso, San Naborre, Felice and other saints are still preserved at Milan.

3. *The Emperor Constantine.*

The Emperor Constantine was a heathen, but he became a Christian and was baptized. He had the sign of the cross put on the banners of his army and on his gold coins.

In Milan he prohibited the persecution of the Christians. Then he built churches and endowed them richly. He esteemed and honored Pope Sylvester and all bishops and priests.

Therefore Constantine was much beloved by all Christians.



The pupils in this division showed a good deal of interest and understanding and their answers were excellent, both as regards contents and form. As the boys were changing their voice, their speech was not particularly fine; but I could understand all of them. In lip-reading they showed great proficiency.

As a recreation, and with the view to increase their delight in speaking, the children, with the aid of the assistants, act small plays based on occurrences in a child's life. These plays are acted on holidays on a stage specially erected for the purpose. The children also frequently recite conversations, which they have learned by heart, before a public of invited guests. In the Report for 1895, two such conversations are given. They relate to matters pertaining to the school, and mainly express the idea that the deaf owe a debt of gratitude to the benefactors of their school, and should pray to God to bless them.

The salaries of the teachers are unfortunately not very high; and for this reason the Director often finds it difficult to imbue all his teachers with his lofty idealism. He says: "The education of deaf-mutes is not a trade but the work of an apostle," and: "The teacher of deaf-mutes should not work for the sake of money but from love to God." It is self-evident that such lofty views of their calling contribute a great deal towards strengthening the zeal of the teachers; but this would be still greater if they received an adequate remuneration.

The girls' division is arranged in the same manner as that of the boys. Here likewise it is the aim to make the pupils self-relying. According to their various capacities, they are educated to be seamstresses, menders of clothes, house and field workers. The girls, after having finished their course, return to their parents and relatives, in order to put to good use what they have learned and to earn a living. If they have no relatives, they are, in order that they may not miss a protecting hand in the battle of life, placed in an orphan asylum specially founded for this purpose, which is their home and from which they can go out to work. The girls' division, numbering eighty-three pupils, is of course under the direction of Mr. Casanova—in charge of Sister Julia, whose whole personality is a guarantee

for a sound education. She took me to the garden where the children were engaged in merry games, and immediately gave the order to stand in rows in order to afford me an opportunity to engage them in conversation. As I had but little practice in the use of the second person of the singular (thou) as customary among members of a family, I made many mistakes which caused great merriment among the lively pupils.

In Rome I visited the Royal Institution whose Director is the Rev. Dr. Tamburini. This institution was founded in 1784 and is therefore the oldest in Italy. As to outward appearance, the building cannot compare with that in Milan. Nevertheless it is large, roomy, airy, and cheerful, and leaves nothing to be desired as regards its hygienic arrangements. It is a boarding institution and the majority of the pupils are poor children. From the government it receives an annual subvention of 27,000 lire (\$5,211.00) and from the city of Rome a sum sufficient to board eighty children. Whatever money is lacking has to be made up by private benevolence. Nine male and six female teachers (nuns) give instruction in an eight years' course, twenty hours per week. The number of pupils is 112 (62 boys and 50 girls). The Director would hardly believe me when I informed him that with us a teacher is obliged to give thirty hours instruction per week; and as, in his opinion, the success of the instruction depends on the mental elasticity and cheerful work of the teachers, he did not at all admire our system of having a teacher give more hours instruction. Of the seven classes, the two lower ones are parallel classes which have a one year's course. Only the sixth and seventh classes have a two years' course. The recitation hours are from 8 to 12; and during the hot season from 8 to 10. Five hours in the afternoon are devoted to manual labor which, in order to show some regard to the children of well-to-do parents, embraces, besides shoe-making, cabinet making, tailoring, bookbinding, and occasionally weaving, and work in the field and garden, carving in ebony and filigree work.

A great deal of attention is paid to penmanship and drawing, special teachers being employed for teaching these branches. The pretty appearance of the copy books produces a pleasant

impression and contributes its share in awakening a sense for beauty and neatness.

What struck me most in making a round of the classes in the company of the Director, was the more than German thoroughness in the pronunciation of the vowels and the breathing exercises. This was done in connection with all sorts of movements of the body, and in such a correct manner that one might have thought the pupils were a body of Russian soldiers. The speaking of the articulation pupils was absolutely faultless, and although—as with us—the speaking further up decreased, I could understand all. The lip-reading was more or less excellent. It was a pleasure to see how quickly intelligent relation was established between the children and myself. In the third class the teacher—a priest—had photographed the children and in doing this had applied the various tenses. Prior to the eventful day everything had to be spoken in the future tense. On the day when the photograph was taken, the matter was discussed in the present tense; and when I visited the class, the event was spoken of in the past tense. The exercises did by no means consist in transforming certain sentences, but new subjects were constantly introduced which kept the interest and the cheerful attention of the children alive. The teacher understood how to rivet the attention of the pupils to a degree which could not have been better in a German school. In the upper grade the pupils had before them copy books with geographical questions and answers. I took up the first book I laid my hands on and from it put questions from different parts of the book, which were answered promptly and correctly.

The girls' division is separated from that of the boys by a large garden. I expressed my astonishment at seeing in a country like Italy such a strict separation of the sexes; but Mr. Tamburini informed me that this was absolutely necessary in Southern countries, and that, in his opinion, the co-education of the sexes after the ninth year was utterly impracticable. The consequence of this strict separation is a certain hostile feeling between the girls and boys; and nothing whatever seemed to be done to remove this feeling.

The course of instruction is the same for the girls as for the

boys, the only differences being in the manual labor. I did not see anything particularly striking in the different classes. The manual labor is almost without exception of a practical character; and the work of the pupils is kept clean and in excellent order. Only specially talented girls are engaged in embroidering and in the manufacture of paper flowers. The kitchen and laundry work is also done by the girls. They are taught this kind of work systematically; but, as in manual labor, every instruction in housework is given in the spoken language.

There is in Rome no separation between poorly and normally endowed children; and it seems hardly practicable to make such a separation. In order that the minds of the poorly endowed may not suffer, care is taken to put them in classes or grades where the teacher can specially devote himself to them as far as possible. Courage is taken by the authorities of the school from the fact that in manual and field labor these children frequently do remarkably well. The compulsory character of instruction is not felt here; and it is thought that the joy in accomplishing something casts a ray of light into their sad lives.

The Royal Institution for the Deaf at Florence, which only comprises a class of boys, is located in the center of the city, but in a narrow street and hemmed in by houses on all sides. Although it is a secular institution and has quite a number of well-to-do pupils, it has—just like the institutions which are in the charge of the clergy—to have recourse to private benevolence; and as it does not possess the rich sources which the religious institutions enjoy, its means are quite limited. The internal arrangement of this institution, whose Director is Mr. Mangioni, is better than its outward appearance leads one to expect. The class rooms, the rooms for manual labor, and all the other rooms are well adapted to the purpose; but in other respects the institution labors under many drawbacks, such as small salaries and cheerless labor. The number of pupils is small. Of the seventeen pupils, four had just left the school because suitable places had been opened for them. New pupils will not be admitted till October. Among the thirteen pupils who were left there were several backward boys who were instructed sepa-

rately from the normally endowed pupils, although it was found impossible to procure a special teacher for them.

The four boys in the upper class, who were in their eighth year of instruction, were intelligent and full of life. They put questions to me concerning my journey which they had followed on the map, concerning Germany and the Province of Hanover, and the view cards of Emden which I had sent them; and whenever I made a mistake in Italian in putting the wrong article to a word which was new to me, they corrected me immediately.

The success of the pupils in drawing, to which—in a six years' course—three hours per week are devoted, was quite phenomenal. One of the boys had drawn a portrait of one of his fellow pupils which had a truly artistic character. No less striking was the portrait of the lady (also life-size like the former portrait) who had furnished the means for founding the institution. In the bookbindery I was struck with the elegant and artistic binding of the books; and I was told that this work forms a considerable source of revenue for the institution.

Through an accidental delay I did not arrive in Genoa till Wednesday evening, so that I was afraid that I would not be able to visit the institution for the deaf during instruction hours, as in Italy Thursday is—like Wednesday and Saturday in Germany—a half-holiday. But the Director, Dr. Monaki, who had been advised of my coming, had kindly postponed the half-holiday; so that I did not come in vain.

The large building of the institution is beautifully located, and from the upper rooms a magnificent view of the Mediterranean is enjoyed. The internal arrangement is similar to that of the Rome institution, and I only missed the many faithful sisters of mercy. Besides the Director, who is a priest, a secular lady teacher lives in the institution, which is a boarding institution; but she has nothing whatever to do with the care of the household, which is in charge of an old housekeeper. The girls have, of course, to perform certain duties in the house, but no systematic instruction is given in housekeeping. All the rooms were kept scrupulously clean and neat.

This institution likewise is principally maintained by private benevolence. Quite recently it received, in virtue of the last

will of the late composer Verdi, the sum of 30,000 lire (\$5,790).

Dr. Monaki is an educator of the highest eminence; and the history of the Genoa Institution, prepared by him on the occasion of its centenary, bears witness to his strong interest for the deaf. His teachers speak in the highest terms of his kindness and justice.

The institution has nine classes with ten pupils in each. Of the five boys' classes, the two lower ones have a one year's and the others a two years' course. The girls' division has only four classes; and strange to say, there are also boys in the articulation class, which in Genoa is called the preparatory class. I was told that this is done from mere reasons of expediency.

The Director permitted me to go through the classes, put questions to the pupils, etc., just as I pleased. Only where I met with some difficulty he lent a helping hand, and showed his eminent talent for teaching. The articulation pupils had mastered all the sounds. I practiced with them, individually and in unison, simple combinations of sounds like pa, po, pu—ta, to, tu, etc. They articulated exceedingly well and showed great interest.

In the following class, where instruction is given in "nomenclature and the first elements of speech," the pupils gave the names of various objects both in the singular and in the plural. I must confess that most of the mistakes which occurred were made by me.

The third class was devoted to the description of various object, e. g. "What hat is this?" "The hat is small!" "How does the hat look?" "The hat is black." "What is the hat made of?" "The hat is made of felt." Etc. I was not particularly pleased with this dry manner of treating a subject, and when I gave expression to my thoughts, Dr. Monaki immediately began to pursue another course: "Get me a glass of water"—"What is Ludwig doing?" "He is getting a glass of water" "The glass is dirty." "Clean the glass." "Ludwig stays away a long time." "Go and look for Ludwig." "Why did you stay so long?" "There was no water here." "I had to go to the pump." "Do you want to drink?" "I am not thirsty." Etc. Dr. Monaki considered descrip-

tive instruction of high value. In this connection, he specially referred to German teachers of the deaf who in their books had pointed out the way. With a few exceptions the Italian text-books are more or less imitations of German text-books. All those meaningless sentences whose repetition is so tiresome to both teachers and pupils I found here in Italian garb, and greeted them as old acquaintances.

In the upper classes, especially in the highest class, I touched on subjects from all spheres of everyday life, and found that I was readily understood by the pupils. The lively children fairly overpowered me with questions: "How many inhabitants has Emden?" "Has Emden a harbor?" "Which harbor is larger, that of Emden or that of Genoa?" "Have you seen the German Emperor?" When I told them of the dedication of our new harbor, of our regret that the Emperor could not be present, as he had intended, and that the deaf children should also have welcomed him, their interest became so great that I had to promise to send them a picture of the German Emperor.

In the girls' division I only visited the third class. The other classes I could not visit, because their teachers were temporarily absent from the city. The composition of the class was favorable. The total impression was unusually pleasant. I intended to put some questions relative to the story of Cain and Abel; but as I did not know that Cain in Italian is called "Caino" and Abel "Abele," I was at once corrected by the pupils. The children were absolutely perfect in lip-reading, and expressed their thoughts well and intelligently. When, in conclusion, the lady teacher asked: "Do you want to go with the German lady?" the first two girls to whom the question was put emphatically replied "No." "Why not?" the teacher asked, when one of the girls replied "I have no money," whilst the other said "The lady makes mistakes."

The teacher, who understood German a little, requested me to write a few words in German on the blackboard. I wrote, "I leave tomorrow," and pronounced this sentence slowly, which amid general hilarity was repeated by all the children.

As regards mentally backward children, the same course is pursued as in Rome. Above everything else the aim is to do



them full justice, and not to overwork them, in order that their gain in knowledge may not be a loss to their mind ("An ounce of affection is better than a hundred-weight of knowledge"). It goes without saying that under the circumstances progress is slow and subject to many hindrances.

My report is closed. During my journey I gathered much food for thought. I found much faithful and successful labor, much affection and patience, and such tender and conscientious regard for the capacity, nature and character of the pupils, that many a time I could not repress a feeling of shame when thinking of our own schools. In Italy Heidsiek could not have found cause for his serious accusations against the teachers of the deaf.

Personally, I was much gratified at the thorough introduction to practical life afforded by the school. What is learned at an early age is learned well, and what is well learned, is cheerfully put into practice. It cannot be underestimated that in the very years during which young people often suffer a mental or moral shipwreck, the pupils are guided by an experienced and loving hand. Every one who takes an interest in his old pupils after they have left school, will know how often differences between employer and laborer have to be settled. If it were not for the Government security which has to be paid, most of the contracts between master and apprentice would not be carried to their stipulated end. As regards our German schools, I would not recommend such an extensive regard to manual labor, whilst it seems a justified wish that the hand should be thoroughly trained as a preparation for future work. Some of our schools for deaf-mutes, e. g. that in Dresden, have already become models in this respect.

I consider the instruction of backward children for some sphere of activity suitable to their capacity of exceedingly great importance, as such an activity preserves them from an aimless and cheerless existence.

As deficiencies I would note the following:

1.—The little interest which the Government takes in the education of the deaf. Of 4,000 deaf children in school age only 2,300 receive instruction. 100 are paid for by the State, 800 by provincial and municipal administrations, and 150 by their fami-



lies. The remainder are dependent upon private benevolence; and, as a consequence, many things are done in order to keep alive a regular benevolence which had rather remain undone. As such I refer to the public conversations recited by the pupils. and the publication of the letters of thanks written by the deaf or their parents.

2.—The unusually late age at which pupils are admitted, whereby classes are formed composed of children of very different ages.

3.—The educational apparatus which is not up to date.

4.—The poor salaries of the teachers.

5.—Lack of knowledge of the German language on the part of the teachers which results in ignorance of our rich special literature covering this field. The majority of the Italian textbooks show that they gladly learn from the Germans.

6.—The excessive value placed on the granting of rewards for exceptionally good performances, which—in my opinion—easily fosters an ambition which is injurious to the formation of the character. In Genoa, however, I was assured that rewards were given rather for continuous faithful fulfilment of duty than for some brilliant work, in order that the greater talent—which is no merit of the pupil—may not receive a reward which cannot be justified morally.

Would that the nations might learn from each other! And might sober judgment and glowing enthusiasm, earnest severity and sunny mildness, knowledge and ability to apply the knowledge be united; so that North and South might make the education of the deaf a common cause, and lead it to a constantly growing development!

## REVIEWS.

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### **Proceedings at the Celebration of the One Hundredth Anniversary of the Birth of Dr. Samuel Gridley Howe.**

In this pamphlet of 167 pages the graduates of the Perkins Institution and Massachusetts School for the Blind present a handsome souvenir of the celebration in honor of their benefactor, arranged and conducted by them a year ago. It contains a record of the exercises and addresses at the meeting in Tremont Temple on November 11, 1901, and of those at Brown University, of which Dr. Howe was an alumnus, and at a number of institutions for the blind, where memorial services were held in accordance with the suggestion of the Perkins Institution alumni association. There are also printed the letters and telegrams received from persons who were unable to accept the invitation to be present; tributes to the memory of the great philanthropist suggested by the celebration, which appeared in various periodicals; and press notices of the occasion, many of them notable eulogies of the man and his work and valuable for the historical facts presented. The pamphlet is illustrated with several fine engravings, including four portraits of Dr. Howe, showing him at various periods of manhood, and a reproduction of an oil painting representing Laura Bridgman teaching Oliver Caswell. We give below part of an extract from an interesting article on the deaf-blind by Mrs. Ruth Everett, which originally appeared in the *American Review of Reviews* and is reprinted in this report—reserving, however, our opinion as to the correctness of the statement made in the concluding clause:

“His [Dr. Howe’s] education of Laura Bridgman proceeded against the absolute statement of such competent authorities in England as Sir James Mackintosh, Sir Thomas Dick Lauder, Dugald Stewart, Sir Astley Cooper, Wardrop, and others, that James Mitchel, a deaf, dumb, and blind boy, could

*not* be educated. When Dr. Howe found the way to educate Laura Bridgman, he endowed a good work to perpetuity. He entailed upon every deaf-blind child that should thenceforth come into the world the right to have an education. He aroused the immortal soul within each one of these unfortunates from its lethargic slumbers; made it know that it lived. And for these things he should be honored by his native land. Dr. Howe does not belong to the deaf-blind, dearly as they love and revere his memory. He does not belong to the blind; nor yet to the commonwealth of Massachusetts. He belongs to the American nation. And what France has done for the Abbé de l'Epée, that vast domain over which the stars and stripes float should do for Dr. Howe. In the city of Washington a noble statue should be erected to his memory. And it should be the *privilege* of every American who is proud to call himself one to contribute to the necessary funds.

"Laura Bridgman was the first deaf-blind person ever educated; and Dr. Howe touched the vital germ of the whole matter of awakening to light and knowledge her imprisoned mentality when he set himself to watch her mind, and its workings and manifestations, in the few signs that the wants of her nature had taught her to make. He sought the vulnerable point of that brain that the child's full frontal development showed that she possessed in plenty. He was a pathfinder; the others have simply walked in the roadway he made, and that, too, without any material improvements having been made in the methods."

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**Everyday English.** Book One. Language Lessons for Intermediate Grades, by Jean Sherwood Rankin, Educational Publishing Company, 1902.

The author of this unique book of language lessons has apparently taken as her motto Dr. A. Graham Bell's dictum: "I would have a deaf child read books in order to learn language, instead of learning the language in order to read books." This she quotes (page 189), and adds, with the emphasis of italics, "*If a deaf child, why not a hearing child?*" She has also evidently been inspired in the method she employs, and which she explains in her "Notes to Teachers," by the work done among deaf and deaf-blind children, and, in particular, with Helen Keller. In Chapter III, in one of the familiar talks with pupils, the subject being "The Chief Use of Language," she says:

"Without language we would not have risen above our own dogs and horses. You can see how this is if you recall again the child born deaf. Perhaps for years he may be considered an imbecile, while, in fact, all he needs to arouse him to mind life is the gift of words. Words are the tools with which he thinks. With the first word he learns, he begins a new act that will end only when he dies. He has left his mind-picture life and has begun a life of thought. You can see that every new word with its meaning gives him more power to think. Even if he never learns to speak, his chance of happiness has largely increased with his new power. To think is of itself a power, and to learn to think clearly is the highest and best object of our study of English."

In the same chapter there is given a brief sketch of Helen Keller, with an extract from her "Story of My Life," published in the *Ladies' Home Journal*, in which she describes her first lessons in language and the sensations she experienced on awakening to the meaning and value of words; also a selection from her diary, one of the specimens of her early compositions that appeared in the "Helen Keller Souvenir No. 2," published by the Volta Bureau.

All this is interesting and important as indicating the influence our special work in teaching the deaf and deaf-blind language, and to think through language, is finally coming to exert upon the teaching of normal children. It is not a mere coincidence that at the time this book was in press Dr. William T. Harris, United States Commissioner of Education, should have remarked in his address before the Department of Special Education, National Educational Association: "The special teacher focuses his mind on special difficulties; then invents methods and devices by which the difficulties are removed. Then he gives papers relating to these devices and general teachers learn for their own use."

There are several forces combining to draw the attention of educators to the pedagogical value of the work done in special schools and with defective children. Doubtless the most potent is the widely circulated accounts of the attainments of Helen Keller and of the means employed in her instruction: to the value of these the author of "Everyday English" bears direct testimony. The Volta Bureau contributes largely to the same

end by its dissemination of literature relating to the Deaf among libraries and in educational and philanthropic circles. Department XVI of the National Educational Association, with its change of name and purpose, as recorded in the October number of *THE REVIEW*, should also exert a powerful influence, growing with each successive meeting. The consequent centering of pedagogical interest and study in the work of our schools must be beneficial to both general and special education—to the one in the acquisition of more effective methods, as illustrated in the text book under review, and to the other in the inspiration and aid to improvement from contact with and criticism from the great educators of the world.

The aim of *Everyday English*, as stated by the author, is to divorce the study of language from that of grammar in the intermediate school grades. This has been attempted before, but never in the same way nor so successfully. The most important feature of the work is the simple talks to pupils, which are calculated to awaken an intelligent interest in the subject while giving instruction. We quote the following extract from one of these, as illustrating the style and method of the book:

“I have said that either *don't* or *doesn't* may be used in place of *docs not*. This is a point upon which opinions differ. Certain writers urge that since *he do not* is no longer good English, we should never say *he don't*. Other authorities, equally noted, say that the swiftest and most direct form is always best, and that for mere convenience we should use *he don't*; that *he don't* is correct historically, and that *don't* may also be considered a further contraction of *docsn't*. Of course, neither *don't*, *doesn't*, *can't*, *won't* or *sha'n't* would appear in really formal or polished speech, and here we are talking about conversational language merely. Discuss this question freely in class and decide by vote which form you will indorse, by your own use. Remember that since no one objects to *he doesn't*, by adopting that form you will be certain not to give offence. But remember, also, that no book makes rules for language. All a book can do is to say: Such and such ways of speech were used by this man, or by that group of men: if you think them wise users of language, follow their example. Hence, whenever usage is divided, as in this case, you may consult your own judgment and good taste. It will be well for you to watch for these forms in your reading, and to decide thus which one you prefer.”

Among a number of commendatory notices accompanying our sample copy we find the following from Mr. John Hitz, Superintendent of the Volta Bureau:

"Words cannot convey to you my surprise and gratification to find at last an author and practical instructor advocating and formulating into a method the art of teaching language to children, based upon the very principle pursued by Miss Sullivan in the instruction of her blind-deaf pupil. \* \* \* The indisputable success in teaching language to a blind-deaf child now verifies the assertion that grammar, like all processes of analysis, properly belongs to the realm of the student, and maturing scholar, not to the curriculum of primary and intermediate grades. This is now being recognized by the more progressive and scholarly pedagogues, and you are to be congratulated on being a pioneer to show the way."

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**First Lessons in Speech**, by Anna C. Hurd, Chief Instructor in the Oral Department of the North Carolina School for the Deaf and Dumb, Morganton, N. C.

This little book will find a warm welcome among teachers of young deaf children. It is one of very few text books prepared with special reference to the teaching of speech, and will be a convenience to all instructors of beginning classes and a boon to those of limited experience. Mrs. Hurd won distinction as a teacher of language before she engaged in oral work and her knowledge of the former subject has been of value in the preparation of these lessons. The teaching of elementary English sounds is combined with the teaching of words. The meaning of nouns is shown by numerous pictures, printed from chalk plates prepared by Miss Nettie McDaniel, a teacher in the school, and verbs in the imperative form are introduced, the pupils being expected to use these in giving directions, as an exercise in speech, and in receiving directions from others, as an exercise in lip-reading. Mrs. Hurd explains in the preface: "It is believed that by thus early attaching a meaning and use to the spoken sounds which the children utter a more intelligent speech may be built up, and the pupils be better prepared to put two or more words together to express a larger idea later on."

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*Annals of the Deaf, Washington, D. C. September and November, 1902.*

September: During the last school year the Teachers' Association of the Minnesota School decided to devote itself to the subject of Child Study and in the leading article of this number of the Annals Mr. James L. Smith gives a resume of their inquiries into the Physical Characteristics of Pupils, and the relation thereof to the intellectual status. The work was systematically conducted, each teacher in the school and industrial departments reporting his observations of his own pupils in response to a series of questions propounded for his guidance. The majority were agreed that carelessness in person and dress is accompanied by carelessness in study. There was wide disagreement on the question whether those quick and alert in manner are the brightest mentally, several instances being given of pupils physically slow who stood high in their classes. On the whole, the evidence shows that the slow child is slow mentally and physically, but that he is frequently a good student and retains knowledge better than the more alert and brighter pupil. It would appear from the statements made that mental superiority is not a necessary accompaniment of physical dignity and ease, nor nervousness and shyness a sign of mental inferiority. As a rule the talkative pupils are more capable than quiet and orderly ones and make better students when their mental activity is brought under control. Shy and nervous pupils, as might naturally be expected, make a better showing when writing

alone than when reciting with the class. There is apparently no relation between physical stature and intellectual capacity. As a rule the younger pupils in a class are quicker and brighter at their studies than the older. It was generally agreed that inattention is seldom due to mental or physical defects, but generally to lack of training. To the question, "Has race or nationality any effect on mental ability?" it was answered in every instance that the Scandinavians make a better showing than any other race represented in the school. Most of the teachers said that no relation between excellence in penmanship and mental ability was shown. It was asserted by some that clearness in the use of signs and spelling was a mark of superior intellect, but this was denied by others. The answers to the question "How has your first impression of your pupils been strengthened or altered by further acquaintance?" would show that first impressions are very unreliable, one teacher saying: "Out of the 168 unavoidable 'intuitions' to which I must plead guilty in regard to new arrivals, I can claim the credit of only seven really correct ones." The chairman of the committee on the program gave some statistics which go to prove that pupils who stand highest in school as a rule excel in the shop and in athletics. We note in a recent issue of *The Companion* that the Teachers' Association is to continue this child study during the present year, the following program having been arranged for the several meetings:

I. Mental Characteristics of Pupils,—1. The Perceptive Faculty, meaning the power or habit of observing and learning for one's self.

(a) November,—Cases illustrating the lack of this faculty. Why is it lacking?—physical or mental defect?

(b) December,—How can we best cultivate the perceptive faculty?

2. The Logical Faculty, meaning the ability of pupils to think and reason for themselves, and to find the relation between cause and effect.

(a) January,—Cases illustrating the lack of this faculty. Why is it lacking?—physical or mental defect?

(b) February,—How can we best cultivate the logical faculty?

II. Moral Characteristics of Pupils.—(a) March,—Moral and religious instincts of deaf children.



Cases illustrating the presence or absence of moral and religious qualities.

(b) April,—How can we best develop and train the moral and religious natures of our pupils.

III. Oddities and Idiosyncrasies of individual pupils,—physical, mental, moral,—including attitude, language, manners, morals, etc. How best to deal with them.

“The Lesson to be Learned by the General Teacher from Teaching Language to the Deaf” is the title of a paper read by Mr. Frank W. Booth before the Department of Special Education of the National Educational Association at its Minneapolis meeting. He shows that a study of the work being done with the deaf, the blind, and the deaf-blind may constitute the basis of an exact science of pedagogy. The loss of a sense makes it possible to estimate, by the results obtained, the value of it and of the remaining senses as educational factors; and since, as the difficulty increases the efficiency of the means employed to overcome it must be proportionately increased, the methods evolved in the education of these special classes are necessarily superior to those used to secure the same results with normal children. It is pointed out that the great fault in the educational system of the day is the lack of training in the power of expression; that a man’s value in a community is dependent upon the extent to which he can influence others; and that one who is learned in text book knowledge but is unable to express his ideas and to impress his personality upon others through free and forcible speech and writing is but an “educated cypher.” Moreover, “Expression is a fundamental educative force. The more a man speaks and writes, the more he thinks; and the more he thinks, the more he is induced to read and study and to seek out knowledge.” Since practically the whole end and aim in the education of the deaf child is the teaching of language, and the efforts of his teacher are concentrated on the perfection of methods to this end, it follows that these methods must be more efficient than those pursued with hearing children and they may well serve as models for the teaching of expression in the ordinary schools.

Mr. J. Schuyler Long, of Council Bluffs, Iowa, explains a method employed by him of using the story in language teach-

ing. The answers to a series of questions put by the teacher to the pupils constitute an outline of the story which, when written out in full, makes a connected narrative.

Mr. Joe Johnson, of Austin, Texas, writes of the importance of Moral Instruction and some of the means to this end.

In "Justification of Speech Teaching and Speech Reading," Miss Elsie Steinke, of Delavan, Wisconsin, speaks of the physiological value of speech teaching, as correcting certain faults in breathing and thus strengthening the lungs, enlarging the chest cavity and contributing to the general health of the child; and of its educative value in the conscious control of the vocal organs the deaf child must exert for many years until habits of unconscious action are formed. As practical considerations, she discusses speech and speech-reading in the intercourse of the deaf with hearing people, the advantage they give when seeking employment, the rapidity with which instruction may be given through them, and the knowledge that may be acquired in the outside world.

"Comparative Statistics of Methods of Educating the Deaf in the United States" is the title of a paper by Olof Hanson, of Seattle, Washington, which consists largely of tables and diagrams compiled from and based on the Annals statistics. These show: I, the number of schools and number of pupils in each class of schools; II, number and percentage of pupils in schools of different classes; III, speech-teaching in the United States; IV, speech-teaching in combined system schools; V, number and percentage of pupils "taught speech" in schools of the different classes; VI, number of pupils taught wholly or chiefly by the "oral method" in schools of the different classes. These statistics cover the period of ten years, from 1892 to 1901 inclusive. The conclusions to which Mr. Hanson thinks they point are that "The 'Combined System' continues largely in the lead," and that, "While there has been a steady growth in speech teaching, the growth of the exclusively oral schools has not kept pace with the growth of speech teaching in the country." In connection with these claims it should be noted that Mr. Hanson uses the term "Combined Method" as defined in the American Annals, which includes under it those schools where a large and growing

proportion of pupils is instructed through speech without the aid of signs or the manual alphabet. While the increase in the number of purely oral schools is slow, many of the long established institutions are in a state of transition as to methods, the same in character and only less advanced than that which has transformed the Mt. Airy, Pennsylvania, school from a manual to what is practically an exclusively oral school. In the February number of *THE REVIEW* the significant fact was pointed out that, as shown by the Annals statistics, while the increase in the whole number of pupils during the year 1900—1901 was 420, the number taught wholly or chiefly by speech had increased by 609.

Other articles in this number are an obituary sketch of Richard Silas Rhodes, inventor of the audiphone, by Samuel Teft Walker, of Chicago, Ill.; "Mr. Forchhammer's Manual-Oral Method of Instruction and Communication for the Deaf," by the editor; a report of the Meeting of the Department of Special Education, of the National Educational Association, at Minneapolis, Minn., by James N. Tate, Faribault, Minn.; Notices of Publications; School Items; Miscellaneous.

November number: This number presents the following table of contents: "Thomas Gallaudet," Amos G. Draper; "Picture Teaching," Theodore A. Keisel; "Higher Consolations of Deafness," from "Deafness and Cheerfulness," by A. W. Jackson; "The Relative Value of Sight and Hearing in Mental Training" Frank H. Hall; "Is the Small School a Boon to the Deaf," A Teacher in a Small School; "A Congress of the Deaf as Viewed by a German Teacher," translated from the German; "The Need of Greater Elasticity in the Use of Methods when Instructing the Deaf," from a paper read before the International Congress for the Welfare and Protection of Children held at London, by F. W. G. Gilby; "Resolutions of the Department of Special Education of the National Educational Association; School Items; Miscellaneous.

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**The Blind-Deaf**, a Supplement to "The Deaf Blind," by William Wade. Printed for private circulation.

This is a handsome pamphlet of twenty-nine pages text and numerous full page portraits of the blind-deaf and their instruc-

tors. It will be valued as a work of reference for its compilation of facts regarding this class of children and for Mr. Wade's observations on the methods of instructing them. It may also be fruitful of much good by awakening the interest and sympathy of persons able to assist in the work of educating them and otherwise ameliorating their unfortunate condition.

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**Report of the Montana School for the Deaf and Blind,  
at Boulder, 1901.**

The name of the school has evidently been changed between the presentation and the printing of the report, it being referred to as above on the title page and elsewhere as the Montana Deaf and Dumb Asylum. The attendance during the year was 51, an increase of 11 pupils over the preceding year. Of these 39 were deaf and 12 were blind. Mr. T. S. McAloney, the superintendent, reports that more attention is being given to speech and speech reading, every child who enters school being now given an opportunity to learn to speak and read the lips.

Printing has been introduced in the industrial department, and a school paper, "The Rocky Mountain Leader," is published every alternate week.

A state appropriation of 41,500 has been applied to the erection of a new wing and the building and equipping of a boiler house and installation of a new heating plant. A new laundry with improved machinery was also provided. The accommodations are expected to be sufficient for the next ten or fifteen years.

All the vegetables, potatoes, and hay used at the school were raised on its own farm. The Superintendent mentions, as the most pressing needs at present, apparatus for the physical training of the pupils and a library to supplement class-room work.

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**Ninth Annual Report of the Calcutta Deaf and Dumb  
School, Session of 1901.**

This, the pioneer school for the deaf of India, shows slow but steady progress under the intelligent management of its

Superintendent, Mr. J. N. Banerji. The number of pupils was 31, an increase of 10 over the preceding year. The teaching staff has been strengthened by the appointment of Miss A. M. Shaw, who was trained in the school. The income of the general fund, which is largely from private subscriptions, has fallen off somewhat. The Executive Committee appeals to the public for funds with which to erect a building with accommodations for boarders on land recently acquired. A supplement to the report gives an account of the laying of the foundation stone of the above mentioned building on April 8, 1902, when addresses were made by a number of government officials and other prominent gentlemen.

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**Bericht über den am 1. April 1902 in Wien abgehaltenen**

**I. Allgemeinen österreichischen Taubstummenlehrertag.** Herausgegeben vom Vereine österreichischer Taubstummenlehrer. Wien. 1902. [Proceedings of the first general Convention of the Austrian Instructors of the Deaf, held at Vienna the first of April, 1902. Published by the Association of Austrian Teachers of the Deaf. Vienna, 1902].

The first Convention of the Austrian Educators of the Deaf took place at Vienna, the first of April. Eighty teachers of the Deaf took part in it, and approved unanimously the following resolutions:

“The educators of the Deaf in Austria, assembled at Vienna, affirm that the cause of the Austrian Deaf would be greatly benefitted if the following resolutions should be put into practice:

1. The institution of a special department with the Minister of Public Instruction for things relative to the education of the Deaf, entrusted to persons competent in the matter.

2. The foundation of a sufficient number of institutes, so that all the Deaf of a school age may receive the benefit of an elementary instruction. Help from the government for the Institutes already existing, in order that they may accomplish their object.

3. Mutual reports between the various Institutes for the admission of pupils, or the change of teachers from one Institute to another.

4. The institution of a normal school in connection with an Institute for the Deaf, in order that the necessary practice may be provided.

5. The compilation of special statistics of the Deaf of school age.

6. An official convention of the teachers of the Deaf every three years, for the purpose of discussing the means for pedagogical and didactic development of this branch of education.

Among the papers read at the reunion, one of special interest is that of Director G. Kraft of the Institute of Döbling, "Upon the Compulsory Education of the Deaf." The conclusions of the orator, approved by the assembly, were as follows:

1. We must give to all the Deaf an education and instruction as practical and as perfect as possible, and therefore it is necessary:

2. to extend the school course of all the institutes to 8 years, and it would be desirable to extend it to 9.

3. The Government should provide for the training of teachers for this special branch of teaching.

4. We should obtain the greatest possible uniformity of method and program in the institutes.

5. The Government should also provide for the school books, and for the didactic means for this instruction.

6. The general and particular superintendence of the execution of these resolutions, and of the necessary reforms, as well as a regular and periodical inspection of the schools, should be intrusted to technical people who make part of the Government (Minister of Public Instruction and Worship).

From a statistical prospectus presented by Mr Kraft, we learn that of 5202 deaf-mutes (2860 males and 2342 females), of a school age, existing in the Austrian dominions, only 1772 (957 males and 815 females) are actually admitted to the schools, and 3639 (2030 males and 1609 females) are inexorably excluded.

Among the other papers given in the program of the Convention at Vienna, we notice those of G. Pipetz of Graz, "Upon the present state of the Deaf in Austria"; of W. Merkl of the Institute of Döbling, "On the Social Position of the Austrian Teachers of the Deaf"; of L. Schindler (Döbling), "Upon the Use of an Abbreviated Familiar Language in the Teaching of the Deaf;" and of J. Bardach (Lemberg), "Upon Text-Books for Schools of the Deaf."

**Die Taubstummheit auf Grund Ohrenarzlicher Beobachtungen.** Eine Studie zur Gewinnung einer künftigen verlässigen Taubstummenstatistik. Für Aerzte und Taubstummenlehrer. Von Dr. Friedrich Bezold, Professor an der Universität München, und K. Hofrat. Mit sechs Textabbildungen und einer Tafel. Wiesbaden Verlag von J. F. Bergmann. 1902. [Deaf-mutism according to the auricular observations. A study for obtaining reliable statistics of the Deaf, in the future. By Dr. Bezold, Professor in the University of Munich].

Dr. Bezold says that there are three kinds of statistics respecting the deaf and dumb. (1.) The general statistics compiled at the time of the census, with the assistance of the clergyman of the place, which cannot be complete. (2.) The statistics of the Institutes made by the teachers with the help of the aurists. (3.) The statistics of larger countries, based upon a previous census and controlled further by aurists.

He praises that of Lemcke for Mecklenburg, but says that none of the three kinds of statistics can be relied upon to assert positively the original causes and the differentiation between the congenital and acquired forms of deafness, and of the special disease which caused it.

Certain diseases producing deafness, as hereditary syphilis and mumps, are almost entirely lacking in the statistics up to the present day; but they ought to be found quite frequently in the later statistics, if proper attention is given to the matter, and when a long practice of otology and the slow accumulation of statistical data contribute to this end.

Bezold dedicates this work, like his previous ones, not only to the aurists, but to the educators of the Deaf, in the hope that in a not distant future the number of teachers of the Deaf who will continue his efforts for auricular teaching may be increased.

Here is a brief notice of what the author expounds in the twelve chapters of his book and the tables annexed.

The author lays stress upon the difficulties encountered in trying to separate the deaf and dumb children from those hard of hearing, and that quite as great of determining who are congenital deaf and who have acquired deafness.

These difficulties, against which one must struggle every

time it is necessary to compile statistics of the Deaf, have rendered defective the statistics which have been compiled until now.

From a general survey of the statistics one finds that the average of the Deaf population of Europe is 79 for 100,000 inhabitants, (Mygind), but in Bavaria it is 90 for 100,000, (Mayr).

It is easy to distinguish those born deaf from those who have acquired deafness only when the deaf children have learned their mother-tongue previously to becoming deaf, that is from the third to the sixth year of their age.

In an experimental research in regard to the grades of hearing remaining existent in 456 deaf-mutes, the author offers this summary:

	Deafness for Speech.	Hearing for Speech.
From congenital deafness .....	106	90
From acquired deafness.....	183	50
Not specified.....	22	5
Total.....	311	145

The author then examines the ages in which the acquired deafness occurred in 233 individuals, with the following result:

Age.	Deafness for Speech.	Traces of Hear- ing for Speech.
From 0 to 1 year.....	39	2
“ 1 “ 2 “ .....	39	8
“ 2 “ 3 “ .....	32	4
“ 3 “ 4 “ .....	16	5
“ 4 “ 5 “ .....	13	4
“ 5 “ 6 “ .....	5	7
“ 6 “ 7 “ .....	5	4
“ 7 “ 8 “ .....	9	8
“ 8 “ 9 “ .....	10	1
“ 9 “ 10 “ .....	8	1
“ 10 “ 11 “ .....	2	1
“ 11 “ 12 “ .....	4	2
Age not noticed...	6	8
Total.....	183	50

As to the frequency of deaf-mutism in regard to sex, 456 deaf individuals were thus divided:

Male....247      Female.....208      Not declared....1



In respect to hereditary deafness in 196 deaf-mutes, they did not have any data upon which to base the inheritance of the disease from father, mother, or some ancestor. (In one case alone two brothers of the mother were deaf-mutes, and it was added that the father first learned to speak at six years of age.) This is not surprising when one reflects that Hartmann among 6133 deaf-mutes found only 6 cases (among which 3 were derived from the same marriage), where the father or mother were deaf-mutes.

Examples of deaf-mutism complicated with other anomalies were not rare. Among 196 deaf-mutes mentioned are found: 8 with the cretin type, more or less pronounced; 2 scrofulous; 6 idiots; 4 had the appearance of imbeciles; 10 with deformed skulls; 30 (that is 15.3 per cent.) showed symptoms of deficiency and of a poor development of the brain; 10 had suffered from epileptic fits in the first and second year of their age; 1 was affected with facial paralysis; 8 with defective eyesight; 9 with adenoid vegetation; 3 with an imperfect set of teeth, (with signs of congenital lues); 3 weak and unusually small; 1 was born so large and fat as to make the physician exclaim that he had never seen a similar case.

Not less interesting is the list of diseases which produced acquired deafness. They confirm the general and well known fact that the majority of these cases are due to diseases of the brain; in the second line come the affections due to scarletina. A comparative statistical table illustrates this fact with figures given by Hartmann (general statistics); by Wilhelmi (Pomerania and Erfurt); Schmalz (Saxony); Hedinger (Württemberg and Baden); Lemoke (Mecklenburg); Mygind (Denmark); Uchermann (Norway); Bezold (Bavaria).

These same causes of acquired deafness considered in regard to sex of the individual affected, have always given a majority to the male. In 121 cases of diseases of the brain, 69 were male and 52 female, and of 42 cases of scarletina 30 were male and 12 female.

In the 11th chapter the author considers the traces of hearing found by him in examining 456 deaf-mutes, whom he visited as a physician; as also of 138 deaf-mutes whom he examined in

the Central Institute of Munich. Of these last he had already given an account in his previous publications (See II. Appendix to the work: Hörvermögen der Taubstummen.

	Total deafness	Partial Deaf- ness: traces of hearing insufficient for speech	Partial Deaf- ness: traces sufficient for speech	Total
Traces of hearing in 138 pupils of the Insti- tute of Munich.....	27	58	53	138
	85			
Traces of hearing in 456 Deaf-Mutes of the present statistics. ....	217	94	145	456
	311			

The subdivision which the author now makes of these cases of partial and total deafness, in connection with the nature of congenital or acquired deaf-mutism and with the diseases which caused it, is most interesting.

In the last chapter the author speaks of the special treatment to be given, saying that he has nothing to add to that which is known and done by every aurist who has the care of the Deaf, whether in a clinic or in an institute of the Deaf.

“In regard to the cure and improvement of the defective function of hearing,” he says, “It is not to be thought of in the great majority of the Deaf, but only for a small part of them, and in a very limited degree.”

**Vor und Fortbildung der Taubstummen** [Preparatory and Supplementary Education of the deaf] by Albert Gutzmann, Director of the City School for the Deaf at Berlin; Part 3.

This periodical is issued at irregular intervals, whenever there is sufficient matter of interest on hand. The present part is specially devoted to the supplementary education of the deaf. As the preparatory school opens to the deaf the portals of the school proper, thus the supplementary school serves to smooth their road to future independence. Mother “School”—so to speak—accompanies her children for some distance on the path

through real life. It is not the least blessing of the supplementary school that it furnishes an excellent opportunity for young deaf men and women to remain in close connection with their former teachers who are only too glad to offer advice and assistance. In 1879 the first pupils who had finished their course left the city school for the deaf at Berlin; and soon thereafter the first supplementary course was put in operation, which was truly a labor of love. The city authorities furnished the rooms and light free of charge, and the teachers gave instruction without asking whether they would ever be paid for their trouble. It is self-evident that this supplementary instruction should be given only by teachers of the deaf.

The aim of the supplementary course may briefly be stated as follows: The knowledge and skill acquired at the school is to be enlarged, strengthened, and to be brought in close touch with practical life; also the deaf young men and women are to be perfected more and more in speech and lip-reading, in fact in oral intercourse.

The supplementary school at Berlin, which is under the direction of Dr. Gutzmann, has four courses for young men and two for young women. Instruction is given invariably in the evening, during the hours from six to nine. The number who attended the school was, in the summer of 1900, eighty-eight (fifty-nine young men and twenty-nine young women), and during the winter 1900—1901, sixty-five (forty-three young men and twenty-two young women).

The school for young men had four courses embracing the following subjects:

First course: Leading features of the constitution of Prussia and of the German Empire; duties of a citizen; municipal government of cities; salient features of the civil law; laws governing trades, and the protection of workmen; reading of newspapers, and of German classics, with discussions; written compositions; book-keeping, exchange, percentage, interest, making out bills, insurance companies.

Second course: The events of the day; utilization of raw material; exercises in public speaking; arithmetic: discount, percentage, dividends, bankruptcy, etc.

Third course: Events from the life of the pupils recited orally; composition reproducing moral tales. Proverbs and proverbial sayings, development of ideas; applying the same in given sentences; arithmetic continued.

Fourth course: Discussions on various subjects: the declaration of age of the German Crown Prince; jubilee of the Institution for the deaf, etc.; the 200th anniversary of the foundation of the Kingdom of Prussia; introduction to various subjects relating to real life: the family, guardianship, etc. Money and its manufacture; arithmetic continued.

The school for young women had two courses, viz.:

First course: Short conversations relative to state of health, daily occupation, festivals, amusements, etc. Discussion of events of the day: jubilees, memorial days, accidents, attempts on the lives of rulers of nations, census. Laws relative to sales, inheritance, wills, guardianship, etc.; penal laws, patent laws; insurance; savings banks; taxes. Rules of hygiene as regards dwelling, food, washing and bathing; hospitals; emergency hospitals, and care of the sick; moving, and laws governing the relations between landlord and tenant. Products of foreign countries; money of various countries; commerce and communications: railroads, the postoffice, telegraph, telephone, tubular post. Writing of letters: family letters, petitions, applications, etc. Arithmetic, embracing amongst the rest the price of food, fuel, servants' wages, etc.

Second course: Conversations on health, sickness, food, purchasing, housekeeping, family celebrations.

Discussions of events in the city and the country at large, of popular songs, verses for albums, proverbs, letters, postcards, bills, etc. Arithmetic continued. Till Easter 1902, there was only one course for needlework, etc., but as the attendance was so large, it had to be divided in two courses. The principal subjects of instruction are: embroidering, marking of linen, embroidering initials on linen; sewing machine: aprons, petticoats, etc.; ornamental embroidery, point-lace work, etc.

To enable young men and women who live at a distance to attend the school, the city authorities have appropriated a certain sum to defray their fares in the street cars.

**Organ der Taubstummen-Anstalten in Deutschland** [Organ of the German Institution for the Deaf: Vol. 48, Nos. 8 and 9: Friedberg, August and September, 1902.

"The course of instruction in the schools for the deaf of Hungary," by H. Hoffman, (concluded): The East Prussian School for the deaf at Emden by O. Danger. "Friedrich Fröbel, his education and his life-work," by H. Lehm. "The organization of the Swedish Institutions for the Deaf, in general; and more especially that of the Institution at Wenersborg," by K. Finckh. The organization of the Swedish School for the deaf is based on the law of May 31st, 1889, relative to the education of the deaf. Section 13 of the law says: "At every school for the deaf which is arranged for the different methods, there must be one division for instruction according to the speech method, one for instruction according to the written method, and if necessary, one for instruction according to the sign methods. If the school is arranged only for the speech method, the pupils are to be divided into classes according to their capacity."

For ascertaining the different capacities of the pupils, every school has to have a preparatory class, which in schools arranged for the different methods must have a one year's course. In this class special attention should be paid to the oral method. Only very backward children are admitted to the division of the sign method. If the school is arranged only for the oral method, it is the object of the preparatory class to find in what class the pupil is to be entered according to his capacity.

One of the principal institutions for the deaf is the one at Wenersborg. This institution is subdivided into three smaller institutions, all located at Wenersborg, viz.:

I. A boarding school for the preparatory class. Here four to five divisions of the class spend two years, and the less apt pupils two years more.

II. A boarding school for backward children. Course three to five years.

III. A day school. Course, one to two years.

In Wenersborg all pupils are instructed according to the oral method; those pupils with whom this is found impossible

are sent to the boarding school at Hjorted, where they are instructed by the sign method and the finger alphabet.

Number 9. "Friedrich Fröbel, his education and life-work," by H. Lehm (concluded). Reviews of books: "The Education of the Deaf in the principal states of Europe during the nineteenth century," by Johannes Karth, 428 pp. Breslau, 1902. At the threshold of a new century, retrospects in all fields of mental activity became the order of the day. The question was asked "Where did we stand in 1800?" and "Where are we now?" It was expected that such a retrospect would be had also as regards the education of the deaf. It was only a question as to who should do the work, and in what manner it would be done. Mr. Karth's book dispels all doubts. It may truly be said that he was specially called to do the work, and that it has been done in a most admirable manner. A large portion of the book is of course devoted to Germany, but sufficient space is given to the other countries of Europe to give the reader a clear idea of what was accomplished during the last century. Karth's book is another proof that the simple narration of facts is a source of encouragement. The fact that simple every day work produces such an astonishingly great result in the course of a century must undoubtedly encourage others for future work; and in this sense Karth's book will have its share in the continued development of the education of the deaf during the 20th century.

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**Taubstummen-Courier** [Deaf-mute Courier], Vol. XVIII, No. 10, Vienna, October, 1902.

On the 19th of October the Royal Institution for the Deaf at Waitzen, Hungary, celebrated the one hundredth anniversary of its existence. The Institution was founded by the Emperor Francis I, and the Hungarian nobleman, Andreas Cházár. For a long time it was the only institution of the kind in Hungary. It was not till 1877 that the Jewish institution for the deaf was founded in Budapest by private effort. During the last quarter of the 19th century many other institutions were established, in Arad, Temesvar, Szegedin, and other places.

"A Work of Humanity." It cannot be denied that there is no more important period in the life of the deaf than the time when he leaves the school, and when the question arises, "What now?" Dislikes and prejudices make his entrance into workshops difficult, and if there is no loving hand to guide and aid him, there is great danger of his relapsing into his old condition prior to entering the school. The step taken by Mr. Paul Schneiderbauer in Schärding, Upper Austria, must therefore be hailed with joy. He recently published a small pamphlet entitled: "Modest request of benevolent persons to aid the poor deaf-mutes." The writer who for nine years was teacher at the school for the deaf at Linz offers to board deaf boys in his house, and through his influence see to it that they are apprenticed to some trade. He asks for contributions; and the *Courier* has no doubt that he will receive substantial aid from all parts of Austria, so that he can carry out his noble work of humanity. He proposes to look not only after the physical well-being of pupils who have left the school, but in his capacity as clergyman will also take care of the religious interests of young deaf men and women, who—as he has had occasion to observe—frequently, on leaving the school, forget their religious training.

As usual, this number of the *Courier* contains some exceedingly bright sketches of travel, amongst the rest a trip to Frankfurt-on-the-Main taken in September, 1902, by Albin M. Watzulik. We give a brief extract describing his interview with Mr. Vatter:

"After a short walk we reached the imposing and architecturally beautiful building of the Institution for the Deaf, situated almost outside the city limits, quite free, surrounded by beautiful and well kept grounds. Upon entering the house a servant girl announced us to Director Vatter; and a few minutes later he came, greeting us cordially. As instruction in the classes was just beginning, he invited us to be present. I was delighted, because it had always been my wish to see the famous instructor Vatter at his work. His massive head covered with a full suit of white hair and framed in by a beard and mustache of the same color and thick black eyebrows à la Bismark, always bore in the face a serious expression, the mouth examining, questioning, reproving, explaining, correcting; in fact this head, which was in constant motion in the direction of the pupils, was the magnet

which held their attention riveted. Whilst Director Vatter imparted his instruction standing, the pupils, sitting on chairs arranged in the form of a horse-shoe, did not take their eyes off him in order to catch all the words which came from his lips, and to repeat them correctly. For an hour he was engaged in this, to us, intensely interesting work. I noticed that even the slightest gesture was strictly avoided, and that, nevertheless, the pupils repeated all the words that fell from his lips with astonishing correctness. I shall never forget this hour, because Vatter is the man whom I have constantly opposed on account of his strong aversion to the sign language. I observed the pupils very carefully, in order to see whether they all looked at the stern face of their teacher without any expression of fear. I am sorry to say that, with few exceptions, this was not the case. I am of the opinion that instruction should have the power to banish all fear; and that only the combined method will show the best results."

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**Reports:** The following reports have been received:

"Reports (3) of the South Sweden Deaf-Mute Association at Lund and Karlskrona for the years 1898—1899, 1900, and 1901." From the last of these reports we learn that the Association—which is in every sense of the word a mutual benefit association—numbered 148 members, that its revenue, from fees, fines and gifts, was during the year 1901, 4123 kroner 51 öre [\$1105.10], and its expenditure—for pensions, aid to the sick, and funeral expenses—was 648 kroner 20 öre [\$173.71]. "Report of the District School for the Deaf at Wenersborg," Sweden, for the year 1901-1902: This school, whose Director is the well-known Mr. Fredrik Nordin, numbered 167 pupils. Of these 20 or 11.9 per cent. were intellectually very bright, 86 or 51.15 per cent. possessed good ability, 49 or 29.4 per cent. were not bright, and 12 or 7.2 per cent., weak minded. The number of teachers, including the Director, was 24.

"The Public School for the Deaf at Christiania, Norway." Report for the year 1901-1902. This school (formerly a private school—Balcheus school for the deaf) numbered 75 pupils in 9 classes, with 18 teachers.

"The Institution for Deaf at Emden, Germany": Report (the 57th) for the year 1901-1902. The Director of this school is Mr. O. Danger, well known through his writings on the subject of the education of the deaf. Number of pupils: 29 (14 boys and 15 girls) in 4 classes, with 5 teachers.



## EDITORIAL.

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### **Supplementary Schools**

In our department of Reviews there is an account of the supplementary school established and conducted at Berlin by Albert Gutzmann, Director of the City School for the Deaf. In America night schools for the graduates of the state institutions have been attempted in several of the larger cities, but they have had but a brief existence and the general opinion today is that they have been proved impracticable. The number of pupils enrolled would indicate that the Berlin experiment is at least fairly successful, and it may be that a study of the organization of this school, its methods, and the character of the instruction provided will point the way to the permanent establishment of similar classes in this country and elsewhere.

For many reasons it is advisable that the education and oversight of the deaf should not end with their school days. Under present conditions, the transition from institution life to the freedom and responsibilities of the outside world is too abrupt. For ten years or more boys and girls live sheltered from all temptation, with every want provided for, and with no obligations resting upon them. They walk safely and serenely in paths from which they may not wander because of the care that fences them in. Then, in a single day, they are cast out into the world, thrown upon their own resources, left to battle unaided with moral dangers, social and industrial problems of which they are wholly ignorant. It is not strange that they so often fall into evil ways. The moral depravity which, according to those who should know whereof they speak, exists among the adult deaf of our large cities is shocking and discouraging to those who have sought by their teachings to prepare their pupils for pure and upright living. It may be said that it lies with parents to exercise the necessary oversight at this period; but few parents are acquainted with the conditions and the needs

of their deaf sons and daughters, or know how to influence them at an age when hearing children have passed beyond control.

On their entrance into social and business relations with the hearing world, the deaf are at a great disadvantage from want of advice and instruction from those who know their circumstances and limitations. Countless instances could be given of impositions practised upon them in both the greater and lesser affairs of life. To give a single illustration, the writer of this once discovered, by the merest accident, that an exceptionally intelligent and well educated deaf couple had, for years, been patronizing a grocer who, taking advantage of their ignorance of values, regularly charged them far more than the market price for their supplies. On the other hand, the deaf are often unreasonable in their expectations and demands from ignorance of social and industrial usages.

There are many things ordinary schools cannot teach to advantage because they touch at no point upon the life of the pupil and therefore are but partly comprehended, wholly unappreciated, and seldom remembered. Instruction in these subjects at a time when they bear directly upon the problems of daily life, and when the knowledge acquired can at once be applied in practice, would, we believe, be valued by deaf as by hearing young men and women. An examination of the courses provided by the Berlin School will show what some of these subjects are. The work as planned there is thoroughly practical. It is sufficiently broad to cover the requirements of the deaf men and women who must earn their living with their hands, and not so difficult nor so advanced that those of moderate intelligence will find it beyond them. In these respects it may well serve as a model for supplementary schools in other cities.

It will be observed that the Berlin school exacts no fees from its pupils, and that it even pays the car fare of those living at a distance. This is as it should be. The earnings of the average deaf man or woman immediately after graduation from the state school are no more than sufficient to supply material wants. Such a school should always be a continuation of the ordinary school, with state or municipal provision for its maintenance.

**The Schools**

With the opening of the school term in September there were, as usual, numerous changes in the personnel of the institutions, but they were confined, with a few important exceptions, to the ranks of instructors and subordinate officers. Mr. Clayton Wentz, who has done so much to build up and improve the Oregon School, resigned his position during the summer and was succeeded by Mr. Thomas P. Clarke, a teacher in the Michigan School. We are not informed of the reason for Mr. Wentz's retirement. Mr. Clarke has had experience in a number of schools and he takes with him to his new field of labor an efficient helpmeet in Mrs. Clarke, who has had charge of the oral department in the Michigan School.

Mr. C. P. Cary, after most acceptably filling the position of Superintendent of the Wisconsin School for one year, resigned to accept the Republican nomination for the office of State Superintendent of Public Instruction. Mr. E. W. Walker, his successor, enters upon his duties with no previous experience in the education of the deaf, but, like Mr. Cary, he has won distinction as an educator of hearing children and comes from one of the State Normal Schools.

At the Iowa School the office of Principal was abolished with the resignation of Mr. E. E. Clippinger and the Superintendent will hereafter act as head of the educational department, being assisted by Mr. J. Schuyler Long, as head teacher of the Academic and First Intermediate Departments; Miss Margaret Watkins, of the Second Intermediate and Primary Departments; and Mr. J. T. Geddes, of the Oral Department.

The Iowa and Mississippi Schools, which last year suffered from fire, have resumed work in temporary quarters with the full number of pupils and teachers. At the Texas School a new three story brick and stone school house with all modern conveniences has been erected. The Arkansas School rejoices in the completion of its new buildings, replacing those destroyed by fire a couple of years ago. They consist of an administration building, a school house and a dormitory. As shown by an engraving in a recent number of the Arkansas Optic, they make a most imposing group, and from the description of the interior

arrangements they are admirably adapted to their purposes. Minor improvements have been made in the material equipment of many other schools.

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**David C. Bell**

Prof. David C. Bell, elder brother of Prof. Alex. Melville Bell, and uncle of Dr. A. Graham Bell, died at his residence in Washington, D. C., on the 28th ulto. Prof. Bell was well known as an educator, elocutionist, and author. Previous to permanently residing in America, he occupied, in several colleges of Ireland, the chair of English literature. Among the various popular Shakspearian manuals, treatises on reading, on poetry, etc., bearing his name, the "Standard Elocutionist," edited jointly with his brother, attained over two hundred editions. As an elocutionist and Shakspearian reader, he had no superior.

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Teachers wishing positions and Superintendents wishing teachers may avail themselves of the office of the General Secretary of the American Association to Promote the Teaching of Speech to the Deaf so far as it may be of service to them. The General Secretary aims to keep a list of teachers and one of superintendents, belonging to the above classes, for use by any person who may apply for them. Teachers filing their names and addresses with the General Secretary, should state the length and character of their experience, and give such other information as would be helpful to a Superintendent in making appointments.

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**ERRATUM:** In the Historical Notes Concerning the Teaching of Speech to the Deaf, on page 439, "Appendix 49" should read Appendix 50.

# NAMES AND ADDRESSES OF MEMBERS OF THE AMERICAN ASSOCIATION TO PROMOTE THE TEACHING OF SPEECH TO THE DEAF.<sup>1</sup>

DECEMBER, 1902.

\*Deceased Members. †Original Promoters. ‡Associate Members.  
§Subscribing Members. ||Life Members.  
¶Honorary Members.

ACKERS, B. ST. JOHN, Huntley Manor, Gloucester, England.

Adams, Sarah T.\*

Adams, Ida H., Horace Mann School for the Deaf, Boston, Mass.

Adams, Mabel E., Horace Mann School for the Deaf, Boston, Mass.

Addison, W. H., School for the Deaf, Langside, Glasgow, Scotland.

Ahrens, Howard E., 821 Schuylkill Ave., Reading, Pa.

Aitchison, Robert†, Mt. Pullaski, Illinois.

Alcorn, Larry M. W., 6550 Yale Ave., Chicago, Ill.

Allabough, B. R.‡, School for the Deaf, Edgewood Park, Pa.

Allen, Anna C.\*

Allen, Edward E., School for the Blind, Overbrook, Pa.

Allen, Dr. Harrison.\*

Allen, Henrietta E., 98 N. Pine Ave., Albany, N. Y.

Allen, Jessie B., Summit Ave., Eau Claire, Wis.

Allen, Mary A.‡, Hartford, Connecticut.

Allen, Thos. J., Flint, Michigan.

Amberg, Dr. E., 270 Woodward Ave., Detroit, Michigan.

Anagnos, Dr. M., Perkins Institute for the Blind, S Boston, Mass.

Anderson, Bessie C., School for the Deaf, Cedar Springs, S. C.

Anderson, M. C., 18 Farragut Ave., Somerville, Mass.

Andrews, E. R., 455 Exchange St., Rochester, New York.

Andrews, Harriet E., School for the Deaf, Rochester, New York.

Andrews, Helen B.‡, Washington Heights, New York, N. Y.

Applewhite, Alice, School for the Deaf, Jackson, Miss.

Archer, T. V., School for the Deaf, Indianapolis, Indiana.

Archibald, Carrie H., 1225 Chestnut St., Milwaukee, Wis.

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<sup>1</sup>Owing to the illness of the General Secretary, who has charge of the records, it is impossible to indicate the changes in the grade of membership that have been made during the past year. The list is printed as it appeared in the REVIEW of December, 1901, with necessary alteration of addresses and with the names of new members elected since that date.

Argo, W. K., School for the Deaf, Colorado Springs, Colorado.  
Armstrong, Grace E.†, School for the Deaf, Portland, Maine.  
Armstrong, J. V., School for the Blind, Nashville, Tennessee.  
Ashcroft, Mrs. Harriet E.†, Mackay Inst. for the Deaf, Montreal, Can.  
Ashcroft, J. I.\*  
Ashelby, Catherine, 213 Leland Ave., Chicago, Illinois.  
Atkinson, Miss M. E., 65 Lincoln St., New Britain, Conn.  
Atwood, Lois E., School for the Deaf, Talladega, Alabama.  
Austin, Mrs. Emma B.†, 6008 Germantown Ave., Germantown, Pa.  
Axling, P. L.†, Sioux Falls, South Dakota.  
Aycock, B. F.†, Tremont, North Carolina.

BABB, EMILY A., Clarke School, Northampton, Mass.  
Baer, Morris B., 15 Cortland St., New York, N. Y.  
Bagley, Amy C.†, 90 Brackett St., Portland, Maine.  
Bailey, Lottie†, 90 Magnolia St., Boston, Mass.  
Baily, Jos. J., School for the Deaf, Mt. Airy, Philadelphia, Pa.  
Baker, Abby T., Clarke School, Northampton, Mass.  
Baker, Nettie, 405 E. 62d St., Chicago, Ill.  
Baldwin, Rev. Wm. R.†, Saxton's River, Vermont.  
Balis, James C., School for the Deaf, Belleville, Canada.  
Balis, Mrs. James C.†, School for the Deaf, Belleville, Canada.  
Ballachey, C. M., 192 Brant Ave., Brantford, Ontario.  
Ballinger, Madge E.†, Greensboro, North Carolina.  
Ballou, Lillian I., School for the Deaf, Scranton, Pa.  
Bamford, Lillian, School for the Deaf, Omaha, Neb.  
Banerji, B. J. N. ¶, 4 College Square, Calcutta, India.  
Bannister, Ina E., Potsdam, N. Y.  
Barber, John, 6 Christchurch Ave., Brondesbury, London, N. W., Eng.  
Bardeen, Judge Chas. V., Milwaukee, Wis.  
Barker, Frances, School for the Deaf, Edgewood Park, Pa.  
Barr, Evelyn†, 2125 Mt. Vernon St., Philadelphia, Pa.  
Barrington, W. M.†, 1712 F Street, Washington, D. C.  
Barry, Katharine E., School for the Deaf, Cleveland, Ohio.  
Barry, William R.\*  
Bartlett, A. C., 2720 Prairie Ave., Chicago, Illinois.  
Bartlett, E. R., Memphis, Missouri.  
Barton, Ellen L.†\*  
Bartoo, Dell, School for the Deaf, Jacksonville, Ill.  
Bateman, Julia R., School for the Deaf, Halifax, Nova Scotia.  
Beale, Mary M.†, Boston, Mass.  
Beaman, Susan M., 9772 Howard Ave., Chicago, Ill.  
Beardsley, Jessie, Gary, S. Dak.  
Beattie, Grace, School for the Deaf, Colorado Springs, Col.  
Beatty, Frances A., Doylestown, Pa.  
Beatty, Gordon, 207 Simcoe St., Toronto, Canada.  
Beatty, Mrs. H., 207 Simcoe St., Toronto, Canada.

- Beatty, Mary M., School for the Deaf, Mt. Airy, Philadelphia, Pa.  
 Bell, Dr. A. Graham†§||, 1331 Connecticut Ave., Washington, D. C.  
 Bell, Mrs. A. Graham||, 1331 Connecticut Ave., Washington, D. C.  
 Bell, Clara L., School for the Deaf, Edgewood Park, Pa.  
 Bell, Frances K., Fulton, Mo.  
 Bell, Marian H. Graham, 1331 Connecticut Ave., Washington, D. C.  
 Bell, Mary, Danville, Ky.  
 Bell, Prof. A. Melville||, 1526 Thirty-fifth St., Washington, D. C.  
 Bell, Mrs. A. Melville||, 1526 Thirty-fifth St., Washington, D. C.  
 Bell, Mrs. Eliza Grace.||\*  
 Bell, Charles J., 1405 G St., Washington, D. C.  
 Belser, Mrs. L. H., Forrest City, Arkansas.  
 Bennett, Cordelia L.‡, School for the Deaf, Berkeley, Cal.  
 Bennett, Florence E., Macon, Mo.  
 Bennett, Mary E., Day School for the Deaf, Los Angeles, Cal.  
 Benedict, Mrs. J. C., Warwick, N. Y.  
 Benson, Harriet S.||, Chestnut Hill, Philadelphia, Pa.  
 Berry, Miss L.‡, 24 E. Forty-sixth St., New York, N. Y.  
 Bessant, Walter S.\*  
 Best, Fred. C., Wis. National Bank, Milwaukee, Wis.  
 Betson, Anna L., 1430 Benson Ave., Evanston, Ill.  
 Betts, Mrs. O. A., School for the Deaf, Morganton, N. C.  
 Bierbauer, Fannie, School for the Deaf, Cleveland, Ohio.  
 Bigelow, Mary F., Horace Mann School for the Deaf, Boston, Mass.  
 Billings, Carrie‡, School for the Deaf, Flint, Michigan.  
 Bingham, Cordelia D., Oral School for the Deaf, 6550 Yale Ave., Chicago.  
 Bingham, Horace T., College Park, San Jose, Cal.  
 Bingham, Mrs. Katharine F., College Park, San Jose, California.  
 Binkley, Katharine Mae, 812 W. 50th St., Canton, Ohio.  
 Binner, Paul.\*  
 Bishop, Mrs. Mary W., 515 S. Bernard St., Spokane, Washington.  
 Black, Anna M.‡, Strasburg, Virginia.  
 Black, John C., 9 Walton Place, Chicago, Illinois.  
 Blackwell, Annie R., 37 Granada Road, Southsea, England.  
 Blair, Cora L., Clarke School, Northampton, Mass.  
 Blair, S. O., 45 Michigan Ave., Chicago, Illinois.  
 Blake, Dr. Clarence J.¶, 226 Marlborough St., Boston, Mass.  
 Blattner, J. W., School for the Deaf, Austin, Texas.  
 Bledsoe, J. F., School for the Deaf, 649 W. Saratoga St., Baltimore, Md.  
 Bliss, Dr. Arthur Ames‡, Philadelphia, Pa.  
 Bliss, Susan E.‡, School for the Deaf, Mt. Airy, Philadelphia, Pa.  
 Blomkvist, Rektor J., Dofstumskolan, Orebro, Sweden.  
 Blum, Albert, 35 E. Sixty-ninth St., New York, N. Y.  
 Bockee, Martha Oakley, School for the Deaf, Hartford, Conn.  
 Bolyn, Mrs. M. I., School for the Deaf, Indianapolis, Indiana.  
 Bonham, Guy L., Walnut St., Dorranceton, Pa.  
 Booth, Frank W.||, 7342 Rural Lane, Mt. Airy, Philadelphia, Pa.

- Booth, Miss Frank W., 7342 Rural Lane, Mt. Airy, Philadelphia, Pa.  
 Bosham, Judge Geo. L., Little Rock, Arkansas.  
 Bowles, W. A., School for the Deaf, Staunton, Virginia.  
 Boyd, Hypatia, School for the Deaf, Delavan, Wis.  
 Bradford, Annie†, 1628 Walnut St., Philadelphia, Pa.  
 Bramford, Miss, 116 Eighteenth St., Milwaukee, Wis.  
 Bray, Mrs. A. N.†, 11 Bradley St., Somerville, Mass.  
 Breckenridge, Mary S., School for the Deaf, Danville, Kentucky.  
 Brewster, Miss R. W.†, Elwyn, Pa.  
 Bridge, Rev. Wm. D.†, 744 Broadway, New York, N. Y.  
 Brimmer, Martin S.\*  
 Britt, Mrs. A. T., Fulton, Missouri.  
 Brock, Frances I., School for the Deaf, Hartford, Conn.  
 Brooks, Hon. Francis.¶\*  
 Brooks, Rt. Rev. Phillips.¶\*  
 Brooks, Sarah C.†, St. Paul, Minnesota.  
 Broughton, N. B.†, Raleigh, North Carolina.  
 Brown, Edith†, Streator, Illinois.  
 Brown, Clara, School for the Deaf, Cleveland, Ohio.  
 Brown, Gertrude, School for the Deaf, Council Bluffs, Iowa.  
 Brown, Mary B. C., School for the Deaf, Scranton, Pa.  
 Brown, Mary E., Penn. Avenue. corner Lexington, Pittsburg, Pa.  
 Brown, Mrs. Philip A. H.†, 120 W. 72d St., New York, N. Y.  
 Browne, A. Dana, Germantown Y. M. C. A., Germantown, Phila., Pa.  
 Brownell, Mrs. Edward I.†, 30 Walley St., Bristol, R. I.  
 Bruel, Mrs. Nicolaus†, 143 E. 128th St., New York, N. Y.  
 Bruce, Mrs. G. H., Danville, Ky.  
 Bruhn, Martha, 100 Pearl Gore St., Jamaica Plain, Mass.  
 Bryarly, Kate L., School for the Deaf, Frederick, Maryland.  
 Buhler, Hester†, 34 E. 22d St., New York, N. Y.  
 Bull, Margaret A., 192 Lincoln Ave., New Castle, Pa.  
 Bullard, Emma B.†, West Medford, Massachusetts.  
 Bunting, Virginia H., School for the Deaf, Trenton, N. J.  
 Burbank, James P.†, 48 Putnam St., Somerville, Mass.  
 Burbank, Mrs. James P.†, 48 Putnam St., Somerville, Mass.  
 Burchard, Prudence E., School for the Deaf, Station M, New York, N. Y.  
 Burchell, Henry J.†, 38 E. 53d St., New York, N. Y.  
 Burchell, Henry J., Jr.†, 38 E. 53d St., New York, N. Y.  
 Burdick, Edward S., School for the Deaf, Station M, New York, N. Y.  
 Burnside, Thomas.\*  
 Burt, W. N., School for the Deaf, Edgewood Park, Pa.  
 Burton, Mrs. Gertrude H.\*  
 Butler, Evelyn A.†, School for the Deaf, Mt. Airy, Philadelphia, Pa.  
 Butler, Henry L., Boyer St., Mt. Airy, Philadelphia.  
 Butler, Louis C., 7225 Boyer St., Mt. Airy, Philadelphia, Pa.  
 Butterfield, L. A.†, Akron, Ohio.  
 Butterfield, Mrs. L. A.†, Akron, Ohio.



Byam, Mrs. Mary S., Chelmsford, Mass.

Byrns, Margaret, School for the Deaf, Jacksonville, Illinois.

CALDWELL, WM. A., School for the Deaf, Berkeley, Cal.

Calhoon, Nannie, School for the Deaf, Jackson, Miss.

Calman, Emel, 299 Pearl St., New York, N. Y.

Camp, Annie R., 2559 Michigan Ave., Chicago, Ill.

Camp, Mrs. Walter H., 26 Clinton St., Watertown, N. Y.

Campbell, Mrs. A. M., 36 S. First Ave., Mt. Vernon, N. Y.

Carhart, P. W., 904 Lexington Ave., New York, N. Y.

Carhart, Mrs. P. W., 904 Lexington Ave., New York, N. Y.

Carleton, Mrs. W. G.†, 15 Grove St., West Somerville, Mass.

Carpenter, Bertha†, West New Brighton, Staten Island, N. Y.

Carput, Felix†, Cave Spring, Georgia.

Carrol, Mary H., Kingsbridge, New York.

Carruth, Mrs. Chas. T.†, 4 Fayerweather St., Cambridge, Mass.

Carter, Clyde, School for the Deaf, Little Rock, Ark.

Carter, Florence, School for the Deaf, Mt. Airy, Philadelphia, Pa.

Carter, Grace†, Bethel, Maine.

Castle, Mrs. Rebekah H., 425 Sheridan Road, Waukegan, Ill.

Champlin, Dr. Helen K., 662 Clarke Ave., Cleveland, Ohio.

Chapin, Alma L., 65 Garden St., Hartford, Conn.

Chapin, E. L.†, School for the Deaf, Romney, West Virginia.

Chapman, Rev. M. B.†, 121 New York Ave., Brooklyn, N. Y.

Cheney, Louis R., 40 Woodland St., Hartford, Conn.

Chickering, J. W.†, Gallaudet College, Washington, D. C.

Christian, Jeannette, 203 Fulton St., Rochester, N. Y.

Christmas, Jeannette, School for the Deaf, Mt. Airy, Philadelphia, Pa.

Church, Mary H., School for the Deaf, Scranton, Pa.

Clark, Abel S., American School for the Deaf, Hartford, Conn.

Clark, Mrs. Charles†, Trenton, New Jersey.

Clark, Prof. W. A.†, Peru, North Carolina.

Clarke, Edward P., 501 W. 164th St., Station M, New York, N. Y.

Clarke, F. D.†, School for the Deaf, Flint, Michigan.

Clarke, Frances V.†, West Winsted, Connecticut.

Clarke, Thos. P.†, School for the Deaf, Salem, Oregon.

Clarke, Mrs. Thos. P., School for the Deaf, Salem, Oregon.

Clarke, Eliza L., Sarah Fuller Home, West Medford, Mass.

Clarke, Mary E.†, Cave Spring, Georgia.

Clayton, Fred. A., Doylestown, Pennsylvania.

Clayton, Nannie†, 1303 McCulloh St., Baltimore, Md.

Cloud, Rev. J. H., School for the Deaf, St. Louis, Missouri.

Coaker, Cartharine C., Wright-Humason School, New York, N. Y.

Cobb, Nellie B., School for the Deaf, Salem, Oregon.

Coburn, Alice, Delavan, Wis.

Cottin, Mrs. F. S., Cuero, Texas.

Coles, Mary||, 2111 Walnut St., Philadelphia, Pa.

- Colier, J. H.‡, Gibson City, Illinois.  
Collins, Mrs. Frederic, 1918 Spruce St., Philadelphia, Pa.  
Conner, Mary E., School for the Deaf, Scranton, Pa.  
Conner, Rachel A., School for the Deaf, Scranton, Pa.  
Connery, Julia, 904 Lexington Ave., New York, N. Y.  
Connor, W. O., School for the Deaf, Cave-Spring, Georgia.  
Connor, W. O., Jr., School for the Deaf, Council Bluffs, Iowa.  
Conrey, N. P., Cal. Bank Building, Los Angeles, Cal.  
Cook, Mrs. Flora H.\*  
Cook, Geo. W.‡, Flint, Michigan.  
Coombs, Mrs. Grace D. E.‡, 4332 Indiana Ave., Chicago, Ill.  
Cooper, Jennie Alston, Charlottesville, Va.  
Corwin, Cora‡, School for the Deaf, New York, N. Y.  
Cosgrove, Margaret‡, School for the Deaf, Brooklyn, N. Y.  
Coward, Gilson, School for the Deaf, Oxford St., Liverpool, England.  
Crane, Mrs. C. R., 2559 Michigan Ave., Chicago, Illinois.  
Crawford, Ella E. J., School for the Deaf, Flint, Mich.  
Crenshaw, Nathaniel B., Girard Trust B'd'g, Philadelphia, Pa.  
Crosby, F. G.‡, Crosbyside, Lake George, N. Y.  
Crouch, Rev. John F., W. Mt. Pleasant Ave., Mt. Airy, Philadelphia.  
Crouter, Dr. A. L. E.†||, School for the Deaf, Mt. Airy, Philadelphia, Pa.  
Crouter, Mrs. A. L. E., School for the Deaf, Mt. Airy, Philadelphia, Pa.  
Cuadra, Louis E. Sepulveda, Instituto de Ciegos, Carreo Central Santiago, Chili.  
Cullom, Hon. S. M.¶, Springfield, Illinois.  
Cummings, Miss M. F.‡, 501 Columbus Ave., Boston, Mass.  
Cumtun, Dr. Don. M., 57 W. Fort St., Detroit, Michigan.  
Curd, Jessamine.\*  
Curd, Lillian W., School for the Deaf, Colorado Springs, Col.  
Curlette, Margery‡, Toronto, Canada.  
Currier, Enoch H.‡, School for the Deaf, Station M, New York, N. Y.  
Currier, Mrs. Enoch H., School for the Deaf, Station M, New York, N.Y.  
Curtice, Fred P., 39 Charles Field St., Providence, R. I.  
Curtiss, Louise A., School for the Deaf, Jacksonville, Ill.  
Cushing, M. A.‡, Minok, Illinois.  
Cuyler, T. DeWitt, Land Title B'd'g, Broad & Chestnut Sts., Phila.
- DAHN, GRACE, Le Couteulx St. Mary's Inst. for the Deaf, Buffalo, N. Y.  
Damon, Alice H., School for the Deaf, Mystic, Conn.  
Dana, Chas. E., 2013 De Lancey Place, Philadelphia, Pa.  
Danger, O., Taubstummenanstalt, Emden, Germany.  
Daniels, Caroline S., Clarke School, Northampton, Mass.  
Daniels, O. G., School for the Deaf, Ogden, Utah.  
Dantzer, Rev. C. O., 5 Mason St., Rochester, N. Y.  
Davidson, S. G., School for the Deaf, Mt. Airy, Philadelphia, Pa.  
Davies, Annie E.‡, Portland, Maine.  
Davies, Mrs. C. F., 3757 Prairie Ave., Chicago, Ill.

Dawes, H. E., 936 C St., Lincoln, Nebraska.

Dawson, Ella S.†, School for the Deaf, Mt. Airy, Philadelphia, Pa.

Day, Mrs. Ellen L.†, Kendall Green, Washington, D. C.

Dedman, Lella M., School for the Deaf, Devils Lake, North Dakota.

Deem, Charles S., School for the Deaf, Jackson, Miss.

De Motte, Amelia, School for the Deaf, Indianapolis, Indiana.

Denison, James†, Kendall School for the Deaf, Washington, D. C.

Dennis, Rodney.\*

De Sumichrast, Prof. F. C., 16 Quincy St., Cambridge, Mass.

De Sumichrast, Mrs. F. C.†, 16 Quincy St., Cambridge, Mass.

Deucher, Walter, Swiss Legation, Washington, D. C.

Devereux, Miss S. H.††, Little Rock, Arkansas.

Dewey, Dr. John, University of Chicago, Chicago, Illinois.

Dey, Estelle M.†, Trenton, New Jersey.

Dimmick, Ella J., School for the Deaf, Edgewood Park, Pa.

Divine, Mrs. Ella R.\*

Divine, Mary L.†, School for the Deaf, Portland, Maine.

Doane, Letitia, Day School for the Deaf, 21st and Robey Sts., Chicago.

Dobyns, J. R., School for the Deaf, Jackson, Miss.

Dold, J. J., School for the Deaf, Olathe, Kansas.

Donald, Dora, School for the Blind, Gary, South Dakota.

Donald, Ida M., Sioux Falls, S. Dakota.

Donohoe, M. Lizzie, School for the Deaf, Detroit, Mich.

Donovan, Judge Joseph W., 32 Bagley Ave., Detroit, Mich.

Donovan, Mrs. Joseph W., 32 Bagley Ave., Detroit, Mich.

Douredoure, Bernard L.||, 103 Walnut St., Philadelphia, Pa.

Downing, A. U., School for the Deaf, Edgewood Park, Pa.

Draper, Estella M.†, School for the Deaf, Portland, Maine.

Dreyfuss, Miss, 74 E. Seventy-ninth St., New York, N. Y.

Driggs, Miss D. S.†, Middleborough, Massachusetts.

Driggs, Frank M., School for the Deaf, Ogden, Utah.

Driscoll, Timothy F., 904 Lexington Ave., New York, N. Y.

Driver, Wm. R., 125 Milk St., Boston, Mass.

Dudley, Hon. L. J.†\*

Dunham, Mrs. Pearl, Moberly, Mo.

Dustan, Gertrude L., Clarke School, Northampton, Mass.

Dwyer, Miss B. E., Le Couteulx St. Mary's Inst., Buffalo, N. Y.

EAGLESON, REV. W. S.†, 608 Franklin Ave., Columbus, Ohio.

Easby, Annie E.†, Media, Pennsylvania.

Easby, Mrs. Mary E.†, Media, Pennsylvania.

Eastburn, Hugh B., Doylestown, Pennsylvania.

Eaton, Blanche B., Contocook, N. H.

Eddy, Bessie†, School for the Deaf, Rome, N. Y.

Eddy, Clara D.†, Northampton, Mass.

Eddy, Emily†, Delavan, Wisconsin.

Eddy, Frances N., School for the Deaf, Ogden, Utah.

Eddv. Mabel G., School for the Deaf, Indianapolis, Ind.  
Eddy, S. M., Cayuga County Bank, Auburn, N. Y.  
Edmunds, C. H.†; Southbridge, Massachusetts.  
Ehrich, L. R., Colorado Springs, Col.  
Elliot, Dr. Richard, Asylum for the Deaf and Dumb, Margate, England.  
Ellis, Frances O., Day School for the Deaf, Marinette, Wisconsin.  
Ellis, Jessie†, 155 N. Third St., Newark, New Jersey.  
Ellis, Silvenus A. ¶\*  
Ellsworth, William W., Union Square, New York, N. Y.  
Elmendorf, D. L.†, 201 E. 68th St., New York, N. Y.  
Ely, Alice W., School for the Deaf, Colorado Springs, Colorado.  
Ely, Charles R., Gallaudet College, Washington, D. C.  
Ely, Chas. W., School for the Deaf, Frederick, Maryland.  
Ely, Grace D., School for the Deaf, Frederick, Maryland.  
Emerson, Dr. C. W.†, 36 Broomfield St., Boston, Mass.  
Emerson, Grace M., 98 N. Pine Ave., Albany, N. Y.  
Emerson, Maud L., 12 Oak St., Brattleboro, Vermont.  
Erwin, Hugh, School for the Deaf, Jackson, Miss.  
Estabrook, Miss E. A.†, School for the Deaf, Portland, Maine. ,  
Euritt, Mrs. G. D., School for the Deaf, Staunton, Va.  
Evans, Rowland, 225 S. Sixth St., Philadelphia, Pa.

FAGAN, ROSE A., 772 East 188th St., New York, N. Y.  
Farrant, Mary I., School for the Deaf, Rome, New York.  
Farrar, A., Jr., care of Henry Walker, 37 Briggate, Leeds, England.  
Fay, Dr. E. A., Gallaudet College, Washington, D. C.  
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 Williams, Gwendolyn 2446 Prairie Ave., Chicago, Ill.  
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 Wood, Mary, Academy St., Trenton, N. J.  
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 Woodbridge, Irene, School for the Deaf, Frederickton, New Brunswick.  
 Worcester, Eleanor B.‡, Thetford, Vermont.  
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 Yost, Stella†‡, Danville, Kentucky.  
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 Young, Louise T., School for the Deaf, Mt. Airy, Philadelphia, Pa.  
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 Young, Mrs. Wm., Jr.‡, 3810 Pine St., St. Louis, Missouri.  
 ZELL, ELLA A.‡, 88 S. Washington Ave., Columbus, Ohio.  
 Ziegler, Robert M., School for the Deaf, Mt. Airy, Philadelphia, Pa.  
 Zorbaugh, Grace†‡, Baltimore, Maryland.

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ING OF SPEECH TO THE DEAF:**

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